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**Exploring the effect of using games activities in enriching EFL
students' vocabulary stock Case study of second year EFL LMD
Students at Mohamed Kheider University of Biskra**

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Dedication

In the name of God, Most Gracious, Most merciful

All the pray is due to God alone, the Sustainer of all worlds

I dedicate this modest work to

To the soul of my father and I pray to God to make him join paradise.

My dear mother who spend time praying and asking

Allah to help me.

My brother who is my second father

My beloved sisters and all my family without exception

My lovely friend Amel who always encouraged and adviced me

My teacher who deserves all my respect and love because

She helped and supported me to finish this work

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Abstract

Vocabulary is the most important and the difficult skill in any language. That is why teachers should be aware of the techniques they use to help their students. One of the techniques that can be used is integrating language games. Language games are what our research proposes as an effective method of teaching vocabulary. This research aims to investigate the effect of using games on enriching students' vocabulary stock. The study hypothesizes that selecting games as a vocabulary teaching' strategy has a positive effect in enriching students vocabulary knowledge. To achieve the mentioned objectives a descriptive study is conducted; it is based on the analysis of data gathered from a questionnaires devoted five (5) teachers, also, students' questionnaire administered to thirty (30) student of second year LMD English at Mohamed Kheither University of Biskra. The obtained results of this study confirmed our hypothesis, since it showed that the use of games activities can help EFL learners to improve their vocabulary knowledge. However, they need to be used with conditions such as being appropriate to the students' level, the lesson objectives, and the time constraints.

Key words: vocabulary acquisition, EFL learners, games activities.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

LMD: License, Master and Doctorate degree

%: Percentage

Q : Question

L2 : Second language

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General Introduction

General Introduction

Vocabulary is viewed as an important part in language learning and it plays a great role in the language learning process. This importance of teaching and learning vocabulary has not been recognized. Many scholars considered vocabulary as the heart of any language since without having enough storage of vocabulary. Students will not be able to understand English well, to communicate with their peers or to express their own ideas in front of others. However; many learners people have unpleasant memories of learning vocabulary, they face difficulties to learn and to remember new words.

In this vein, there are many techniques and methods that can be used to introduce vocabulary. However, there are many factors that should be taken in consideration concerning the manner of introducing new items. Furthermore, when teachers want to make their students remember new words; they should present them in context, practice them and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.

This study investigate the relationship between games activities and its role in the enrichment of EFL learners' vocabulary knowledge. Vocabulary knowledge has an important role in enhancing EFL language proficiency. Therefore, it is not easy to master or to improve vocabulary knowledge since most of language learners suffer from some problems when dealing with vocabulary learning. Effective solutions are needed to make students feel more comfortable it come to learn vocabulary.

Games are considered as an important method in developing EFL learners' vocabulary knowledge, because they are an enjoyable technique which may help learners learn in a good atmosphere. They are the most important means in which English learners acquire new words. Oral expression teachers need to consider the games activities as a strategy of enriching learners' vocabulary stock. Learners as well need to recognize the important of using games activities in order to develop their abilities or to extent their vocabulary knowledge. However,

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students are challenged to be skillful to express their thoughts and ideas by having a good vocabulary stock. For that reason, many recent research have investigate the role of using games activities to improve EFL learners' vocabulary knowledge.

As a conclusion, this study aims to shed the light on the effectiveness of using games activities and describe the importance of using them in enriching learners' vocabulary stock.

1- Study background

Language is the most important thing for everyone to communicate with the others. For instance, one cannot understand what he hear or read if he does not have any idea about the language, which he hears or reads. Then he cannot have the ability to express what he want to say or write as well as he has no idea about proper words to express. Whereas, English is a tool to communicate oral and writing, communicating has some elements that must be learned to master it which are Grammar and vocabulary. Vocabulary is considered as the most important item of Language that should be taught to children. Having enough vocabulary will make Learners able to communicate and know English at least on a simple way because it is the core of English.

2- Statment of the problem

The term vocabulary refers to a list or set of words that the learners need to master any language. Infact, vocabulary knowledge has an important side in language acquisition; it is the key that enables students to communicate appropriately .In fact, EFL students face serious troubles on this aspect of the language .For that reason, the majority of EFL teachers try to select the appropriate methods or strategies to teach vocabulary.

Our present research attempts to explore the effectiveness of using games in helping EFL students to master new vocabulary

3- Significance of study

Using games is an important strategy, which used to teach because of its Nature since it acts as a retrieve of information. In another hand, this strategy can create a discovery-learning atmosphere. In this research, it is important to perceive the problem, which students face when they come to learn vocabulary and discover which method can help them to enrich their vocabulary stock.

4- Aim of the study

The reason behind this research is to define the role of using the games to enrich students vocabulary stock. Moreover, how the teacher is responsible to create a new technique, which help students to improve their vocabulary knowledge.

This study deals with the following purposes:

- The study of vocabulary in depth.
- Present and define the importance of games.
- To find the appropriate strategy to enrich students' vocabulary stock.

5- Research questions

In our study, we will try to answer the two following question:

- 1- To what extent games can influence the enrichment of students Vocabulary Stock ?
- 2- How can teachers use games activities in order to enrich students' vocabulary stock ?

6- Research hypothesis

- 1- We hypothesi that : if the student learn vocabulary through games their Level of mastering English will increase.
- 2- we hypothesis that the games technique can enrich the student's Vocabulary stock

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7- Research methodology

The choice of method: In this research we decide to use the descriptive method because it is the appropriate to discover the importance of games on enriching students Vocabulary

7-1 Sampling:

The case study of our research is second year English students of Mohamed Kheither University of Biskra.

7-2 Research tools:

In order to obtain data for this study we are going to use a Questionnaire for oral expression's teachers and their students

8- Structure of the study

Our study will be divided and presented into three chapters:

The first chapter includes the first variable vocabulary, it includes the most aspect of it, the definition, the main steps on learning vocabulary. The second one includes the important part of our study the games, here we are going to speak about its definition terminology also the different type of it. The third chapter is the most important part of the study which includes the practical part of our research. It will be an interpretation of the teachers questionnaire and their students

9- Limitation of the study

In order to reach the expected goal, we focus the research: the subject of the study is limited to second year English' students of Mohamed Kheider university We focused it on

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understanding the meaning and the use of games as a media to improve students' vocabulary mastery, that students are lazy to find a word's meaning on the dictionary.

Chapter one:

EFL Students

vocabulary stock

Introduction

Vocabulary plays a necessary role in learning a language so its acquisition can help language learners to be able to understand and use language. Vocabulary acquisition is important because it is a basis of the language, for that reason it is very necessary to be mastered first. People cannot communicate well and understand written material if they do not master vocabulary.

In this chapter, we will discuss the importance of vocabulary in learning a foreign language. Many recent studies have been carried out on syntax and morphology, and interests have been given to lexis. That is why we have chosen this field of interest, because we believe that learning a language is related with knowing its vocabulary. A rich vocabulary gives the students the right words to use the language at the right way.

1.1. Definition of vocabulary

Vocabulary knowledge is an important aspect of L2 vocabulary acquisition; and it is widely accepted as a fundamental component of L2 proficiency. Vocabulary can be defined as “ words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Neuman & Dwyer (2009.p.385).

There are many different definition of vocabulary according to the different views about its nature and use. It is impossible to learn any language without learning and knowing its vocabulary. Vocabulary is defined in Longman dictionary (1995) as “all the words that someone knows or uses in a language”.

According to Hornby (2006) vocabulary refers to all words that a person knows or uses; that is, all the words in a particular language.

The Oxford dictionary (2006) defines vocabulary as “ all words that somebody knows or that are used in a particular book or subject or all the words in a language”.

Hatch and Brown (1995) add that the term vocabulary refers to a list or set of words for a particular language or list of words that individual speakers of a language might use. Also, as it was cited in international journal of teaching and education ,Ur (1998) define vocabulary as the words people teach in a foreign language .It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners.

Vocabulary is crucial in second language (L2) acquisition. As McCarthy (1990) states that “without words to express a wider range of meanings, communication in anL2 just cannot happen in any meaningful way”. Also, Schmitt (2000) proposes a list of the different kinds of knowledge that a person must master:

In order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word. P, 5)

From the above definitions, it can be said that vocabulary is total number of words or stock of words with their meaning, which make up a language used by person, class or profession. Also, vocabulary has two different kinds: receptive vocabulary (listening and reading) and productive vocabulary (speaking and writing).

The figure below gives an image about how vocabulary deals with its two kinds:

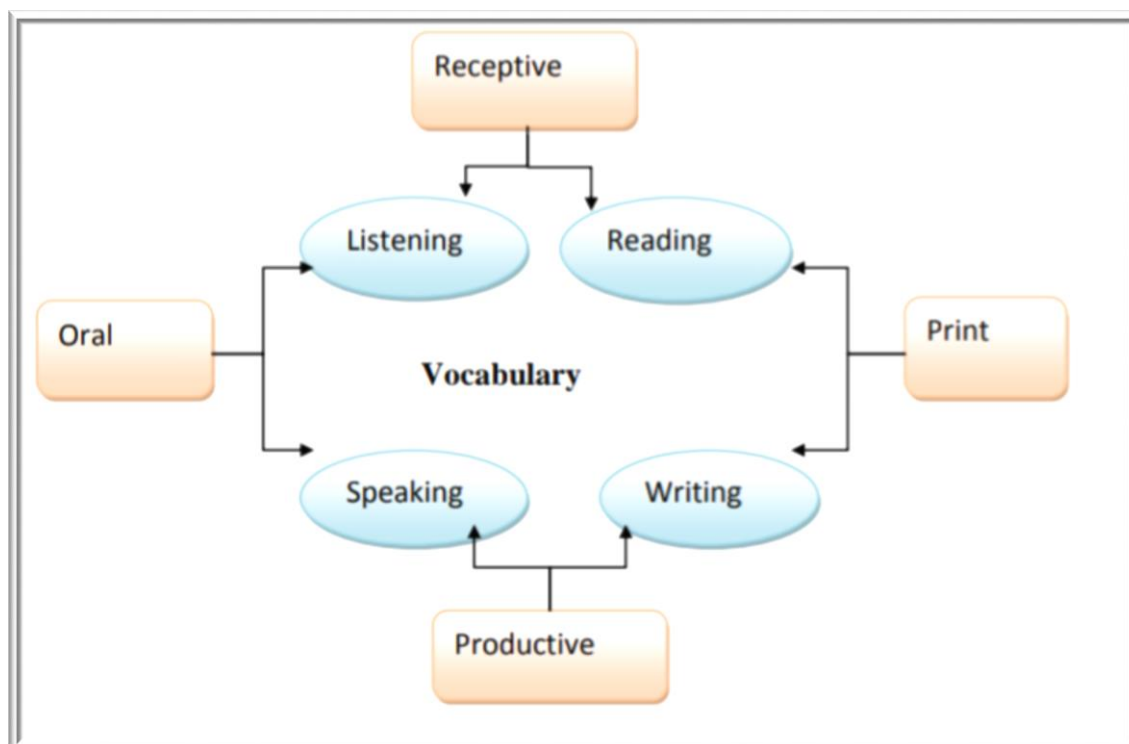


Figure 1: Presentation of productive and receptive vocabulary

The figure above shows the different form of vocabulary and how they are working together.

1.2. Assessment of Vocabulary

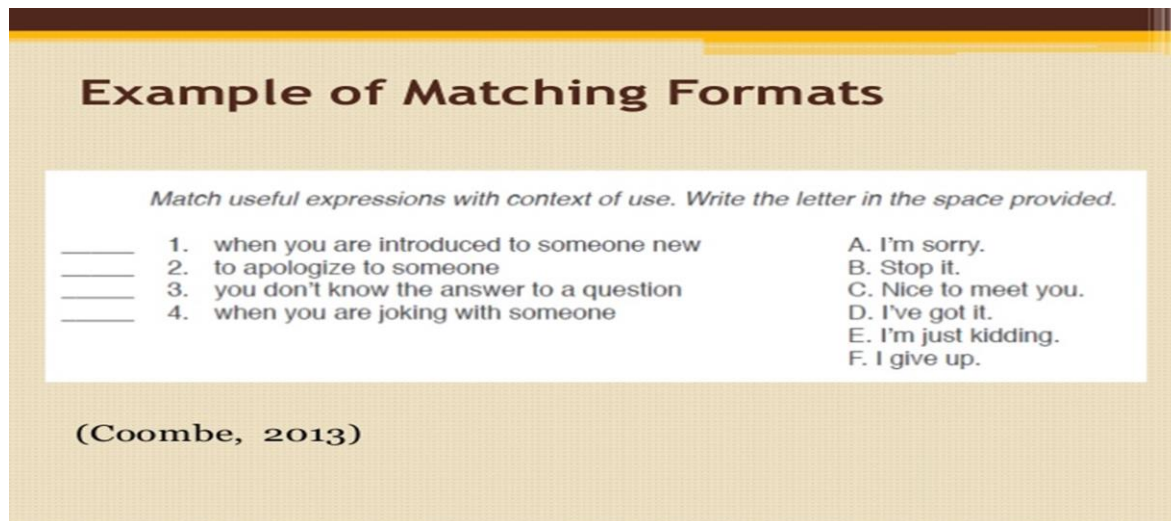
The assessment of vocabulary is important for language learners and their teachers. Developing a large vocabulary is a key goal for language learners because it supports all their other language skills of reading, writing, listening, and speaking. Typically, learners do not learn everything about a word at the first meeting; this knowledge rather develops over time. There are tests that can help measure different aspects of word knowledge, as well as the size and depth of vocabulary knowledge overall. Teachers need to consider aspects of word knowledge when they develop their own tests for the classroom, and to develop a range of simple techniques for uncovering what their students know.

Ur (1996, p.140) listed many useful vocabulary testing techniques including; “multiple-choice tests, matching tests, sentence making, dictation, dictation-translation,

blank-filling, and translation tests". He also gave comments on these different techniques. For example, he mentioned that designing multiple-choice tests is time consuming and tricking, but their answers are clear and easy to score. As for sentence making, he remarked that it is difficult to grade them objectively.

According to Combee (2013), there are two type of vocabulary assessment, discrete vocabulary where vocabulary is measured as a test on its own right; this type include multiple-choice question format, matching format, sentence completion or gaps fill items and translation. However, when the test of vocabulary forms a large part of construct, it is called embedded vocabulary, this type based on, and assessing vocabulary in reading, in writing and in speaking

Figures below explain how learners can deal with first assessment vocabulary' type that Coombe based on:



Example of Matching Formats

Match useful expressions with context of use. Write the letter in the space provided.

_____	1. when you are introduced to someone new	A. I'm sorry.
_____	2. to apologize to someone	B. Stop it.
_____	3. you don't know the answer to a question	C. Nice to meet you.
_____	4. when you are joking with someone	D. I've got it.
		E. I'm just kidding.
		F. I give up.

(Coombe, 2013)

Figure 2: Maching format' strategy of assessing vocabulary

(Combee(2013) as cited in Larazati & Cahyati (2017))

The first figure shows the matching formats' strategy of assessing vocabulary which provides for learners to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in the second column.

Sentence (definition and meaning in context).

A _____ is a person who defends people in court.
Correct answer: *lawyer*

Oil is one very important _____ for most Arabian Gulf countries.
Correct answer: *resource*

Because of the snow the football game was _____ until the following week.
Correct answer: *postponed*

Paragraph.

The African elephant has many interesting _____ (1). It is strong and very intelligent. Elephants are sensitive and can cry, play, and laugh. Elephants even have incredible memories. The young elephants learn by copying other elephants. The mothers, aunts, sisters, and cousins all take care of the young. The family or _____ (2) of elephants all protect the young from dangers like predators.
Correct answers: 1. *features*, 2. *herd*

Example of Gap Fill Items

(Coombe, 2013)

The African elephant has many interesting f_____ (1). The mothers, aunts, sisters, and cousins all take care of the young. The family or h_____ (2) of elephants all protect the young from dangers like predators.

Figure 3: Filing item in gaps strategy of assessing vocabulary

(Combee (2013) as cited in Larazati & Cahyati (2017))

Example of Translation

Translate the underlined word into your first language.

His job is very demanding.

(Coombe, 2013)

Figure 4: translation strategy of assessing vocabulary

(Combee(2013) as cited in Larazati & Cahyati (2017))

In this strategy, the student is presented with a text with one or more gaps in, and, for each gap, is asked to select the term that goes into it from a small number of candidates. The allow targeted testing of particular competences in a controlled maner.

Assessing vocabulary based on two forms: formal assessment which relies standardized tests, such as placement tests. Concerning this placement test Milton (2009,p.170) stated that “It allows users to quickly and easily ascribe a learner to the right class, or to assess whether a learner could cope with an activity such as academic study in the foreign language”, And diagnostic tests and the achievement tests (as it is cited in Hazrech ,2017).The second form is the informal vocabulary assessment should be done regularly, Thornbury (2002,p.130) states that, “ Vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chance of retaining the new vocabulary are greatly reduced”. that is to say ,if the teacher does not assess his students’ vocabulary by using variation of vocabulary’ activities, students will forget it quickly.

1.3. Types of vocabulary

There are four types of vocabulary ,listening ,speaking, reading and writing Listening and speaking vocabulary represent spoken vocabulary and reading and writing represent written vocabulary. Children begin to learn spoken vocabulary years before they learn the written vocabulary

1.3.1 Listening vocabulary

This type of vocabulary refers to the words we hear and comprehend, which means that the person's listening vocabulary is all the words he or she can recognize when listening to speech or communication.

1.3.2 Speaking Vocabulary

Speaking vocabulary are the words used in conversation. Listening vocabulary is larger than speaking vocabulary because the understanding of some words is incomplete or contextual (word can be understood the context of a sentence or situation, but not necessarily by itself).Thus, adding both depth and dimension to word knowledge enables to express one’s thoughts more efficiently and effectively.

1.3.3 Reading Vocabulary

Reading vocabulary are the words that can be read. Most students enter school with very few words in their reading vocabulary. To this, they add about three thousand new words a year. Learning to read is much easier if students are reading words in their listening and speaking vocabularies. So, increasing the number of words in students listening vocabularies makes learning to read easier.

1.3.4 Writing vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

1.4. Aspects of vocabulary

A big part of learning English is learning a new English words. Most teachers can improve that it is very easy for learners to learn different kind of vocabulary and their definition. They can deal with activities of matching words with their meaning but when they try to use these words on sentences, their sentences will be incorrect because knowing a word definition not like using it in sentence.

1.4.1 Aspects of new vocabulary

There are three main aspects of new vocabulary that learners should learn: denotation, connotation and collocation, McCarten (2007) classified them as follows:

1.4.2 Denotation

The denotation of the word means the actual meaning of it. Learner can know the definition of the word; they can find it on the dictionary. Most learner know that knowing the meaning is an important part of learning a new vocabulary but in fact this is not the only thing that the learner need to know

1.4.3 Connotation

Connotation is a suggestive meaning the emotion and the feeling that a word is connected with. Any word can have two sides positive and negative for example: the word woman and lady are synonyms but lady has connotation of elegance and grace, while woman is more neutral

1.4.4 Collocation

Collocation is another important aspect of vocabulary. In English there are some words which happen with other words, This is collocation .For exemple, how students learn the word party, the non native speakers use it with make or do(do a party /make a party),In English party collocate with have(have a party) Verbs like ,have ,do ,make and get are verbs which do not have their own meaning but take it from words that it they collocate or used with.

The following figure shows the most frequent collocates of make and do, they include words that came immediately after the word and words that came two or more words after it:

Make : sur, difference, sense, decision, mistakes, judgments, reservation, copies, effort
Do : anything, something, things, job, well, nothing, work, whatever, homework, stuff

Figure 5: Colloctes of the word Make and Do

(Jeanne McCarten, 2007, p: 5)

1.5. Importance of vocabulary

Vocabulary knowledge performs a prominent role in learners' educational success, because all the language skills depend on learning the vocabularies; consequently, communication does not exist if words are not available. Thornbury (2005,p.22) argues that, "spoken language also has a relatively high proportion of words and expression". However,

EFL learners need a long time in order to acquire amount of knowledge about necessary daily life vocabulary.

Without a sufficient understanding of words learners cannot understand others or express their thought and ideas. Vocabulary is important in language art and social studies. It is connected to both effective reading and writing

Wilkins(1972) uncovers the significance of vocabulary learning and use in very straightforward statement “with grammar very little can be conveyed ;without vocabulary nothing can be conveyed” (as it is cited in Nurgun, 2010.p,23).Wilkins(1972) also states : If you spend most of your time studying grammar, your English will not improve very muc; you will see most improvement if you learn more words and expressions you can say very little with grammar but you can say almost anything with words.

Paul,(as it is cited in Nurgan, 2010) emphasizes the importance of good vocabulary as follows:

- a) Learner judge anyone by his/her vocabulary. An impressive vocabulary makes an impression.
- b) Learner can better understand what he read and hear.
- c) Learner can speak concisely and precisely.
- d) Learner can prepare for examination.

Vocabulary is much more powerful carrier of meaning compared to grammar because the message canbe gotten over with vocabulary and without grammar; but learners cannot communicate unless they use the necessary words structures.

1.6. Stages of learning vocabulary

Hacth (1995) claims that there are five essential steps in vocabulary learning:

1.6.1 Encountering new words

According to Hacth (1995) the first main step in learning vocabulary is encountering a new words which means finding a source for words. Encountering words are more effective when the learners work with interactive and interesting material

1.6.2 Getting the words form

The importance of getting the word form appears when the learners ask about the definition of The word. learners should get a clear image of the word form ,spelling and pronunciation

1.6.3 Getting the word meaning

According to Hacth and Brown (1995), the third main step for vocabulary learning is getting the word meaning. This step based on some strategies such as, asking native language speakers who know the word meaning. Another way to get the meaning is shaving bilingual or teacher who will help the learner to get the word meaning through their clarification in addition to that startegies, there is an-other one to know the meaning which is getting it through guessing it from the situation discourse or context in which it is used.

Word definition differs according to the requirement of the task and the level of the learner. In another meaning, the advanced learner see satisfied with general meaning of the word whereas the more advanced learner needs more specific definition of the word. Generaly, the most useful technique of learning a new word is to get its meaning from the context.

1.6.4 Consolidating word form and meaning in memory

In this stage ,learners learn word through their appropriate context in which they can acquire the word meaning and form at the same time. There are many strategies that can be applied by the learner such as using word lists, word grouping, word association visual imagery, aural imagery, and physical grouping

1.6.5 Using the word

Use the new word learned by the learner is the last stage in the process of vocabulary learning. Hatch and Brown (1995, pp.373-390) claim that all the previous stages are necessary for learners to have a full knowledge of the word they want to learn

As a conclusion, learners need all these steps in learning vocabulary. Researchers believe that in doing different games the learner can encounter new words and phrases they are never know before, and get a clear picture about word form, meaning, spelling and even pronunciation.

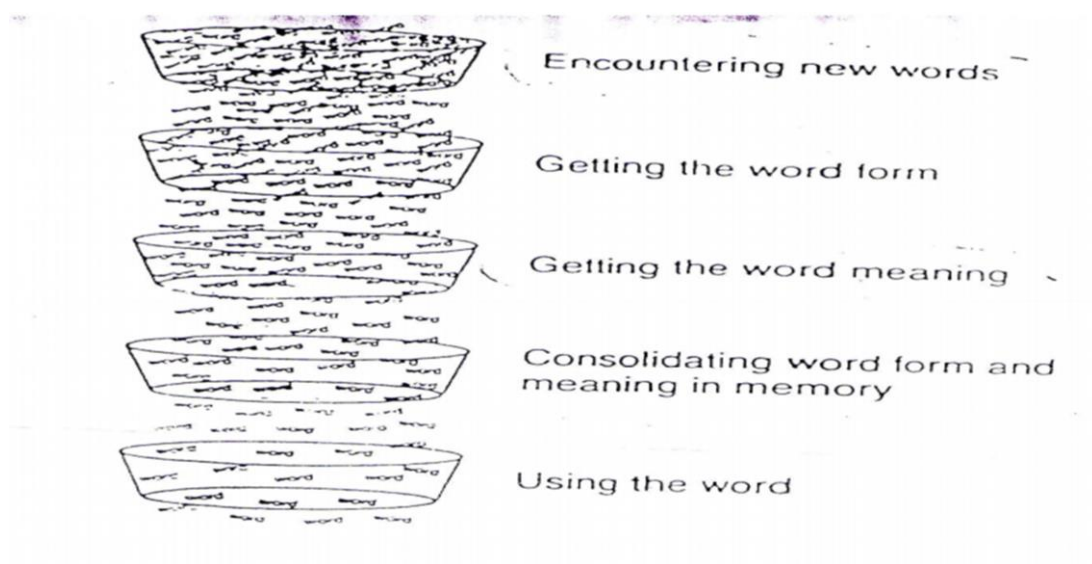


Figure 6: Essential steps to learn new word (Hatch & Brown 1995, p.374)

The figure above shows the main steps of learning a new words according to Hatch and Brown.

1.7. Classification of vocabulary

Vocabulary can be classified into some categories or Shepherd (1980) as it was cited In Dewi Nur (2013), divides vocabulary into two kind, namely receptive vocabulary and expressive vocabulary (productive vocabulary)

He defines receptive vocabulary as “the word known when the learner listens or reads” that is mean the learner only receives thought from others. Later, expressive vocabulary

defined as “the word used when the learner speaks and writes” therefore, the expressive vocabulary can be used when the learner produces or expresses thought to others.

Generally, it can be said that the receptive vocabulary is much more large than the expressive vocabulary because the learner can recognize many words when he listens or reads rather than when he speak.

Vocabulary can be also classified into general vocabulary which consists the words that are used on various activities of our daily life and specialized vocabulary which is used in specific domain or particular situation of life or work like, doctor, engineer.

1.8. Teaching vocabulary

Recent researches indicates that teaching vocabulary may be problematic because teachers are not confident about the best practice in vocabulary teaching .As it cited in International journal of teaching and education , Thorubury (2002) mentions that teaching words is a crucial aspect in learning a language as languages are based on words.

Language teachers should be concerned that teaching vocabulary is something new and different from learner to another .they have to know the characteristics of their learners and prepare good techniques or materials to teach a language

1.9. Steps of Teaching Vocabulary

In the area of teaching vocabulary, Nation and Newton marked that teachers should consider three main principles: selection, sequence and presentation of the course (as quoted in Coady & Huckin,1997)

1.9.1. Selection:

The main questions raised by teachers at this stage are: 1) How many words do I need to teach? 2) How much vocabulary do learners need to know?

To help decide how much vocabulary is needed to be learned, McCarten (2007)

Proposed three kinds of information: 1) the number of words in the language, 2) the number of words known by native speakers, and 3) the number of words needed to use a language.

He believed that foreign language teaching of unfamiliar words should be based upon the native's and the whole language amount of words.

Extra important principles are also proposed by Beck, McKeown and Kucan (2008) in regards of words' selection. They are: word's familiarity, importance and usefulness. The three researchers have raised three major types of issues to be undertaken from the side of the teacher to select suitable words. (As it is cited in Hamdaoui dissertation).

- a. How generally useful is the word? Is it the word that learners are likely to meet often in other texts?
- b. How does the word relate to other words, to ideas that learners know or have been learning?
- c. What does the word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

1.9.2. Sequence

In teaching vocabulary there are two main sequences, which the teacher should follow: the first sequence is the level of vocabulary: high frequency, low frequency academic vocabulary, and technical vocabulary. Any level from these levels has its use like the academic words used when the learners decide to carry on their studies, however; low frequency words is used in order to use it for social purpose. Whereas the second sequence grouping items which means to group items within a lesson is not established through learning items together that are synonyms or opposites. This sequence based on the combination of words between words for the purpose of creating meaningful sentences.

1.9.3. Presentation

After the selection and the sequence of the words teachers come to present the new vocabulary to their learners. In this type, teachers are concerned to develop some strategies and in the other hand the learners will concentrate with a specific piece of learning with the help of this strategies.

Presentation can be programmed or not programmed by the teacher, it is based on the vocabulary or the word that will be taught in the classroom, i;e in some situation learners ask their teacher for more explanation, in this situation the given explanations come without prior preparation. McCarten (2007,p.23) said that during the presentation, teachers can apply different techniques: they correlate the situations with the objectives, and at the of the lesson they comprise their learners in various activities to practice what they have learned.

1.10. Techniques of teaching vocabulary

There are several techniques concerning the teaching of vocabulary .Here are some techniques as stated by Brwester ,Ellis and Girard (1992),as it is cited in International Journal of Teaching and Education .

1.10.1. Using objects

Using object means including visual aids and demonstration. They may help learners to remember vocabulary better, because brains or memory for object and picture is very reliable and visual techniques act a great role in remembering words. Introducing a new word by showing the real object helps learner to memorize the word throught visualization.

1.10.2. Drawing

To draw an object on the blackboard or on flash card helps learners also on remembring words.This technique can help learners easily understand and realize the main point that they have learned in the classroom.

1.10.3. Using illustration and pictures

Pictures can help learners learn new words. There are plenty of vocabularies that can be introduced by using illustration and pictures. They can be considered as the most excellent means of making the meaning of any new word clear. The list of pictures can include posters, wall charts, magazines pictures and photographs. Pictures cut from newspaper and magazines are very useful as well. Nowadays, most of vocabulary books or coursebooks contain a vast number of pictures that present the meaning of basic words.

1.10.4. Contrast

To learn a new word, teachers can use or explain a word by contrasting it with its opposite, this technique can be used with some words like the word “good” contrasted with the word “like”. But there are some words which are impossible to be contrasted; the word whose opposite is the gradable one. For example the word “white” uncontrasted with the word “black”, there is an in-between word “grey”.

Recent studies have also shown that vocabulary is best acquired if it is similar to what is already learnt; for example learning synonyms is a way to expand our vocabulary.

1.10.5. Eliciting

Once a context is established, teachers can ask students what words they would expect to find or what they would expect someone to say or do in a particular situation. This technique is more motivating and memorable by simply giving learners a list of words to learn.

1.10.6. Word games

There is a large variety of word games and they are useful for practicing and revising vocabulary after it has been introduced for example, crossword puzzle and scrabble.

From those various techniques, there are several ways in teaching vocabulary like contrast, translation those techniques can be developed by storytelling.

1.10.7. Translation

Translation is considered as the most used technique in teaching vocabulary, it is the process in which learners translate words of any language and give the equivalent of them in the mother language. Its advantage is to give learners the appropriate to acquire more vocabularies and it does not take long time, especially in explaining abstract conception such as: happiness and freedom. Its disadvantages is making students always returning to the easy way to get the understand a new word, also; it may decreases the learners' capacities in guessing word meaning

1.10.8. Guessing From Context

Guessing from context is a way of dealing with unfamiliar vocabulary. Nation (2001.p.164) claimed that:

In order to activate guessing in a written or spoken text, there should be four elements available; the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learners' ability to guess". In another meaning, the information in the text in addition to the learners' knowledge about the topic may help them to guess the meaning of the word.

1.10.9. Enumeration

An enumeration means a collection of items that is a complete and ordred. The main purpose of this step is to present meaning. in another meaning this technique may help teachers when any word is difficult to be explained visually. Thus, teachers may list a number of clothes, e.g; a dress, a skirt, and trousers etc , then the meaning of the word 'clothes' will became clear.

Conclusion

To conclude this chapter, it can be said that the importance of vocabulary teaching must be taken into consideration because traditional methods give a great importance to the structure of

language and grammar rather than vocabulary. In addition, ancient teaching methods are based on giving learners a list of words to be learned by heart even without understanding. For that reason it will be important to look to new teaching technique that can help learners to guess what is meant by knowing a word and to learn vocabulary .Nowaday many approaches such as the competency based approach which puts the learner in the center of the teaching and learning and the role of the teacher is to guide the learners to develop some learning strategies. So; there must be an emphasis on the fact that the mastery of vocabulary is an essential component of second language.

Chapter Two:

Language games

Introduction

Learning a foreign language requires the mastery of its vocabulary, for that reason teachers look for new techniques to facilitate learning English language such as : using songs, role playing ,reading stories and games. This latter is considered as a tool that allow the teachers to add color to their classroom activities and make the learners lively by creating challenges and entertainment at the same time. In this chapter, we will try to discuss the benefit of using games in classroom which include several elements; we begin by exposing the different definitions of games and their types. Also, we will introduce the importance of using them in learning and teaching vocabulary and the role of teachers in implementing games. This chapter end's with the steps of playing games.

2-1- Definition of games

Games are good techniques in teaching and learning a foreing language and using them in classroom is not only for entertainment but also for helping students to enrich their English vocabulary .Games as a term had been defined by many researches. For that; games have many different definitions according to each author's point of view.

Wright (2006, p.1) defines games as “an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interacts with others” .Also;Hadfield (1984.p.4) defines games as “an activity rule, a goal and an element of fun”.

Brayen (1995) argues that games are a form of play governed by rules. They are not just a break from routine activities ,but a way of getting the learners use the language when they deal with games and benefit from them in enriching their vocabulary knowledge.(As it is cited in Darfilal (2015)).

Longman' dictionary (2010.p.368) defines games as “an activity or sport in which people compete with each other according to agreed rules”. In addition, on Oxford' dictionary (2011.p.181) games are defined as “form of play or sport with rules”.

In a German language, The Games Journal (2000) declares that games are any activity, which is executed only for pleasure, i.e, every activity, which brings fun, is a game like dancing, playing role and playing with dolls.

Hadfield (1999) said that “Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aids and repetition drill, at the other as a chance to used the language freely and as a means to an end rather than an end itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action”. (As cited in Balouta (2015)).

From the above definitions, games are a useful technique that teachers should use in classroom because they are considered as a great tool to make interaction between students. Also, they are used to improve students’ vocabulary knowledge.

2-2- Importance of games

The first thing that most people think about the term game is fun. Many years ago, people consider game as a way to entertain themselves, compete with their friend and have fun with them. Nowadays, games occupies a large space in learning a foreign language ,they give EFL’s learners a relaxed learning environment in classroom.

Many researches had analyzed the use of games in classroom in order to find successful strategies to help students saving more vocabulary .Also they can increase student’s proficiency in learning foreign language.

2-2-1- Games and communication

The mastery of communication skills is very important for students regardless of what they choose to do with their life. For that reason teachers try to use different strategies to help students use language correctly. One of this strategies is games which are used not only for entertaining or spending time, but also for helping students communicate with each other. Hadfield (1984.p.4) states that “games provide an opportunity for real communication”.

Hadge (2002.pp.44-45) confirm that “students need plenty of opportunity to practice the language in situation which encourage them to communicate their needs, ideas and opinion” ,this means that students need opportunities to use English and communicate well inside the classroom.

Simply, using games in classrooms helps students to improve their communication skills.

2-2-2- Games as motivator

Motivation in learning a foreign language is very important because it helps students learn more; enjoy what they learn and have good communication. This means that motivation pushes learners and encourage them to act and participate in classroom. Many teachers search for new techniques to motivate their learners to learn. One of this technique is games, which have a positive effect on learners’ motivation and classroom atmosphere in general.

Yu (2005) confirm that the use of games can play a great role in developing motivation of students in classroom. Moreover; he claims that games encourage EFL’ students to participate liberally in classroom. (As it is cited in Balouta 2015).

So, the lack of motivation inside the classroom can cause fear as well as lack of confidence

2-2-3- Games increase student’s proficiency

The main aim from using games in classroom is to give students opportunity to acquire the language and communicate well. Moreover, games increase students’ involvement, motivation, their attention and increase their proficiency. Playing games in classroom can enormously increase students’ ability on using language. As it is cited in, Zemmit (2015), Deesri (2003) confirm that “using games in the classroom gives students the ability to practice the language because they are given situations and have the chance to use real communication. Also, students drill and practice grammatical rules and other functions”. Games should be used by teachers in the classroom in order to increase their students’ competency

2-3- Types of games

Use several category of games in the classroom according to their students' need and level.

Nowadays, teachers are using games more often. That way many games book have been published .The most used ones are games which focus on grammar oral communication. There are a few games books which are based on pronunciation, listening and writing skills.

In addition to this classification, there are other ways to categorize games, which based on, students' age and students' level.

Haflied (1984) classifies games in tow parts : the first part is linguistic games which focused on accuracy such as applying the correct form of sentences .The second part is communicative games which focused on the appropriate use of expression and taught such as conversation between people.

Games can be also classified as follows: listening, speaking, kinetic and experiential games.

Listening game: considered as a great way to make EFL's students improve their listening skills and practice a variety of vocabulary and language. Learners should have a good listening skill to communicate well because 45 percent of communication is listening

2-3-1- Speaking games

Many teachers have faced the strangle encouraging students to speake. So, they try to focused on what is the appropriate strategy to make their students master skills. Simply which can be used at any time as listening type to enforce vocabulary and expression heard before, the main aim of this type is to make speaking enjoyable in the classroom.

2-3-2- Kinetic games

This type based on refreshing the classroom's atmosphere, especially when students are getting tired and find difficulties on keeping concentrate to the teachers, kinetic games need always to be joined with another activity on speaking, reading and listing .

2-3-3- Experiential games

This type has a specific aim which is helping students to influences their attitude and teaching them how they can understand themselves, and what is happening around them as phenomenon , i.e the experiential games are not used to complete a language task but to experience the process and learn from it . According to El shamy (2001) games can be categorize classified according to different approaches . In another word , the classification of games based on the used material , the participants task in the subjects matter.

El shamy (provides four types of games : content - focused games , experiential games , content-focused frame games . and experiential frame games , the most used or practical type for the classroom especially teaching language in the content focused games , as an exemple of this type is crossword games .

In addition , Hadfiled (1984 .P. 4) devids games into two part, the first one which reach the good and co-operative games where all students work together toward a common goal ; the second type includes different categories : the information gap games , guessing games , search games , matching games ,watching up games , exchanging and collecting games ,combining activities and role play.

2-3-3-1- Information gap games

An information gap game is an activity where learners are missing the information they need to complete a task and need to talk to each others to find it for exemple: learner A has a

biography of a famous person with all the place names missing; whilst learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.

2-3-3-2- Guessing games

A guessing game is a game in which the object is to guess some kind of information, such as: a word, a phrase, a title, or the location of an object. Many of the games are played co-operatively. In some games some player know the answer, but cannot tell the other, instead they must help them to guess it.

2-3-3-3- Searching games

Searching games know as word find games, they are popular for helping students recognize words. In searching for words the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling. Searching games can played online or users can create a print table word search.

2-3-3-4- Matching games

As the name implies, participants need the match for a word, picture or card. For example, students place thirty word cards; composed of fifteen pairs, face down in a random order. Each person turns over two cards at a time, with a goal of turning over a matching pair by using their memory.

2-3-3-5- Matching up games

Each student in the classroom has a list of opinion preference or possibilities, only one of these shared by other students, thought discussion the group decide on a common preference in order to agree on something.

2-3-3-6- Exchanging and collecting games

Students have certain articles , cards pictures or ideas ,which they are willing to exchange for others in order to complete a set .The aim of this kind of games is to make an exchange that satisfactory to both sides.

2-3-3-7- Combining games

Students must act on action information in orders to among themselves in groups like families living in the same place.

2-3-3-8- Role playing

Role play can involve students playing roles that they do not playing in the real life, such as: dentist while simulations can involve students performing roles that they already playing in real life or might be likely to play such as customer at a restaurant.

2-4- Some examples of language games

In the word of games there are a lot of deferent genre of games, some of them can be defined as follows:

- ✓ **Crosswords**, It is a popular form of word puzzle , cross word puzzle consists of diagram, usually rectangular , divides into black (white) and can called (black) squares , the white squares is supposed to be filled with letters where is the black one is used to separate the letters or words .
- ✓ **Criss-Cross**,It is like a crossword but instead of clues , you have the words and have to figure out where they go in the puzzle .
- ✓ **Taboo**, in this game, one player has to get the other guess a certain word using verbal explanation, the time is defined for the person to explain.

- ✓ **Coded words**, in this game , teachers gives students an alphabetical code (eg: a is b e , b is ...) and he gives the some words or sentences which they have to decode
- ✓ **today's question**, the teacher write a question on the board before the students arrived , the fast one answer properly has a reward .

2-5- Games in language learning

Games helps students to make and sustain the efforts of learning, games provide language practice in the various skills, speaking, writing, listening and reading, they encourage learners to interact and communicate, they create a meaning full context for language use.

In addition, Brodely (2013) states that games have some characteristics that are advantageous to language learners as follow:

Firsts, games engage all students in the learning process, when students play games with others in the classroom, they have the opportunity to recognize contrubution of others and use team-building skills .Some games focus on individual working, this type works well with student with high level in language.

Second games provide an opportunity for collaboration and cooperation i.e , classroom games give students the chance of cooperation with each other's , white working towards a common good . the third game provide an enjoyable learning experience creating a fun an enjoyable learning toward motivating students. Concisely, games help engage all students, provide an opportunity for collaboration and create an enjoyable learning atmosphere.

2-6- Games for learning vocabulary

EFL' learners should practice the language in order to considerate their knowledge.

Especially vocabulary which is considered as the most important part of language that should be mastered by students in order to understand the foreign language. Many students face difficulties when they come to remember new words and concept . For that reason , teacher always are looking for new technique to facilitate learning vocabulary for their students .Who found that games are the best method that should be used in the classroom because they help students understand the words meaning in context .

On the other hand , this method also encourages learners to gain many words in a short time.

Lee (1979) defends vocabulary games as “ one in which learner ‘s attention focused mainly on words” (as it is sited in Yahiaoui 2012).

Vocabulary has a great role in teaching and learning games, teachers help students to grasp many new vocabulary when engaged in the game and enjoyed without observing that they are learning English. Also, teachers enjoyed teaching vocabulary throw games, because they consider this technique as an enjoyable technique, to introduce new words for their learner.

As it is cited in Ballouta (2015) ,Pavicic (2008) states that the teachers can stimulate their students to connect between words as well as retrieve them , All of that can be illustrated in the following figures . The first figure shows the needed elements for remembering the new words. However, the second one present how games can play the role of helping the students on remembering new words.

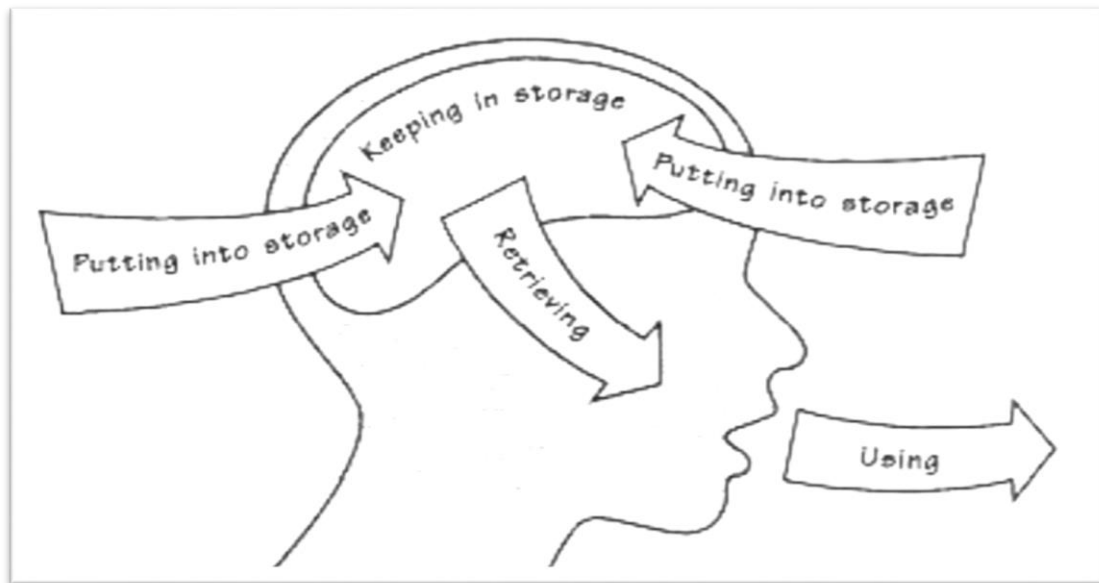


Figure 7: The four things involved in remembering

The figure 7 represents the needed elements in remembering a new word, and helping to use it.

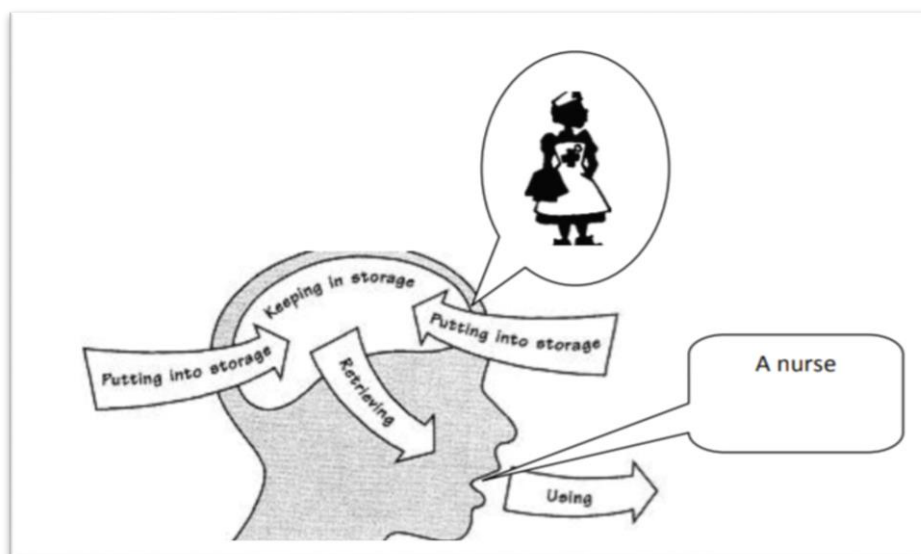


Figure 8: Games as stimulation for retrieving

The above figure shows how games can play the role of restoring a new word so that remembering it.

2-7- When to use games

The main reason behind using games in the classroom is that EFL teachers think that these activities have a great educational value and they can be used in the classroom to make learners develop their vocabulary knowledge through using them and use the language instead of just thinking about learning the correct form of. Also using games make lesson very entertaining because they offer students a fun-filled and relaxing atmosphere.

According to Lee (1979) “games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do”. Therefore, the teacher should pay attention to the importance of using games in teaching vocabulary and when it should be used to help students and give them the opportunity to enrich their vocabulary’ stock. In addition, the teacher should know which type of games should be used in the classroom according to his students’ level and needs. Ersoz (2000) claimed that “when choosing a game, teachers should be careful to find an appropriate one for the class in terms of language and type of communication”

2-8- How to use games

Games can play a range of role in the classroom curriculum, for that reason teachers should pay attention to the time and the ways that should be followed to apply games. Even though games are usually started with the aim of having fun. Teacher need to keep in mind a very important point which to choose wisely when it come to select a game to use it in the classroom because, the game that can be perfect for one teacher or a particular group of students can be terrible for another teacher or group of students. First of all , the teacher need to look at the group which will be participating in the game and he/she then has to set out a goal for the group which the game should aim towards Jones(1998) as it is cited in Sigriour (2010).

As it is cited in Zemmit (2015), Wright (2006, p. 3) Suggests two ways to use games in the classroom:

2-8-1- Pair work

Pair work is learners working together in pairs. One the main motivations to encourage pair work in the English language classroom is to increase opportunities for learners to use English in the class. For example, the learners are answering comprehension question in pairs after reading a text. This allows them to compare answers, and clarify problems together using English. Harmer (2001) asserts that “pair works increase the amount of each student speaking time any one student get in the classroom, and itis relatively and easy to organize” In another meaning, students when they play game in pair work, they have the chance to speak and understand their classmates.

2-8-2- Group work

Sometimes teachers use some games which require four to six students. In this case group work is important. Group work is when the learners work together on task or activity in groups. For example; learners in threes, a class separated in to two, and an open class are all examples for groups .In the classroom, group works increase the opportunities for all learners to speak the new language, it allows them to learn from each other, and frees the teacher to monitor individuals and give them feedback, examples of typical group work activities include ranking discussion, project work group and group writing tasks.

2-9- Teachers’ role in implementing games in the classroom

The teacher plays a great role in developing his students knowledge through the deferent stage of their educational life. Teacher can provide joyful learning environment. Harmer (2001, p 56) conducts some teacher’s role, such as a teacher as an organizer, teacher as an observer, and teacher as facilitator,

2-9-1- Organizer

Organization means that students are in their proper place at the proper time, the teacher is ready with effective lessons and means of assessment, and students know exactly what is expected of them. The teacher has the responsibility to organize his classroom and to give students instruction for obtaining advantages from playing the games in the classroom in order to acquire the ability to speak a foreign language appropriately. The organizer is one of the basic roles that the teacher do in his classroom According to Harmer (2001) organizer as “is one of the important roles that teachers have to perform is that of organizing students to do various activities” (p. 58).m through organizing his learners to play in pair or in group depending to the type of the game.

Harmer summarizes the role of organizer as follows:

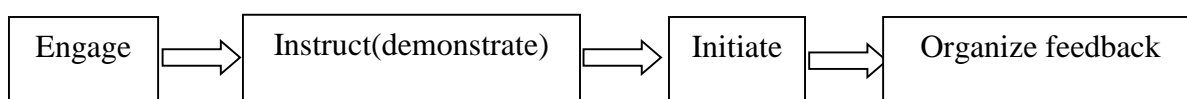


Figure 09: The role of organizer (Harmer, 2001, p. 59).

The figure shows that the teacher before starting to play games in the classroom, he should engage learners by attracting their attention to what is coming, how they will apply this game, explain the method that should be followed in order to play this game. As well as he should inform students what happen during the game. Then the teacher check his student if they understand or not. Before they start to play the game learners should know how many times they should spend plying the game. Finley the teacher stop the game when time is over.

2-9-2- Observer

Acoording to Karavas-Dukas (1995) as it is cited in Yahoui (2012), the teacher has many roles to play in the classroom, Some of them are: entertainer, motivator and source of inspiration. When teachers are designing games, they show their responsibility in observing the application of these games by their students and how much they are curious to discover a new knowledge through this games. Also they should the way of observing them in order to reduce

their feeling of fear and confusion. Harmer (2001) indicates that “when observing students should be careful not to be too intrusive by hanging on their every work, by getting too close to them, or by officiously writing things down all the time” (p. 62). However, the teacher when he applies games should walk around the classroom in order to observe the students and help them when it is necessary. This observation may help the teacher to evaluate their students.

2-9-3- Facilitator

Teachers can make learning easy for learners by providing different solutions to expected problems or difficulties. Sometimes students face obstacles during their learning or applying some activities, they do not know how to formulate an idea or how to express their thought or even a specific opinion. In this case, the teacher should help them to reduce these problems. As Harmer (2001) agrees that the teacher can help his/her students but with limits, and his/her responsibility is just encouraging them to work on their own. Basically, the teacher should use different methods and activities to facilitate the learning process for students as Littlewood in his book (1981) supports that “a teacher is a facilitator of learning” (p. 92). So he should use games in the classroom in order to improve student’s speaking abilities.

Conclusion

Through this chapter, we discuss different types of games and the importance of using them in the classroom. They are very useful in learning a foreign language. As well as, games may help students to develop their language skills, enrich their vocabulary stock, and avoid their grammatical mistakes and improve their pronunciation. Moreover, games encourage students to interact with each other in the classroom. Also, using games activities create an enjoyable atmosphere, opportunities for students to participate and explain their ideas, opinions and emotions. The teacher should involve games activities in teaching vocabulary.

CHAPTER THREE:

FIELD WORK

Introduction

The goal of this research is to gather data to explore the effect of using games as teaching strategy to enrich students' vocabulary stock. Since the students are the main part in providing data about this research. Two questionnaire were submitted to five teachers and thirty students of second year LMD selected randomly, at Mouhamed Khaither University. These questionnaires help to confirm the hypotheses and conduct this research.

3-1- Description of the students' questionnaire

This questionnaire was devided on designed for second year LMD students of English section at Mouhamed Khaither University. It was divided into on three sections including eighteen questions starting with open-ended questions, yes/no question and multiple questions. The first section included students' personnal information ;the second is about the importance of vocabulary in learning and teaching English as a foreing language and give students the opportunity to give their opinion about learning vocabulary.The third section deals with the importance of using games in classroom.

3-1-1- Section one: personal information

This section contains five questions that which aim at collecting personal information about the students: gender, their choices to study English whether it was free or imposed; also, their level in English and how they found learning English

3-1-2- Section two: vocabulary acquisition

This section contains nine questions, it was based on students' opinion about learning and teaching vocabulary. It consists of different questions based on the importance of vocabulary, the main aim of this section is to give the opportunity to express their thoughts and give their opinion.

3-2- Section three: Using games in classroom

The last section dealt with four questions based on the importance of using games to enrich students' vocabulary stocks. This section is devoted to collect data about students' opinions toward using games inside the classroom and to what extent this games help them to enrich their vocabulary stock.

3-2-1- Description of teachers' questionnaire

The teachers' questionnaire is divided into three sections of twelve questions. The questions are either requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open-ended questions where teachers are requested to give explanation or suggest other alternatives.

3-2-2- Section one: Personal information

The first section is about teachers' background information. It contains two questions; the first question specifies the degree(s) held by teachers, and the second question seeks information about how many years they have been teaching English at the University.

3-2-3- Section two: an overview on teaching vocabulary

This section is related to the first chapter of the research which investigates the process of teaching vocabulary. It aims at eliciting teachers' view on introducing vocabulary each lesson and the possible strategies they may use to introduce new words. The questions try to get the teachers' points of view on their learners' attitudes towards the importance of vocabulary in language learning and whether they face some difficulties when learning it and what they are. In addition, the questions investigate the different techniques that teachers use in teaching vocabulary

3-2-4- Section three: an overview on using games in language learning

The aim of this section is to see if teachers use the games in their oral sessions, as well as, the main games activities that they focus on while teaching. Their students' difficulties in learning vocabularies. It contains four questions.

3-3- Results of the analysis of students' questionnaire

Item 1. Gender

Option	Number	%
Female	28	93%
Male	2	7%
Total	30	100%

Table 3.1: students' gender distribution

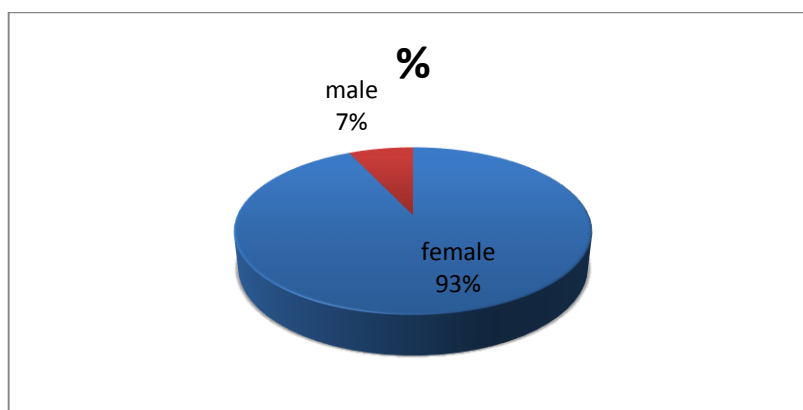
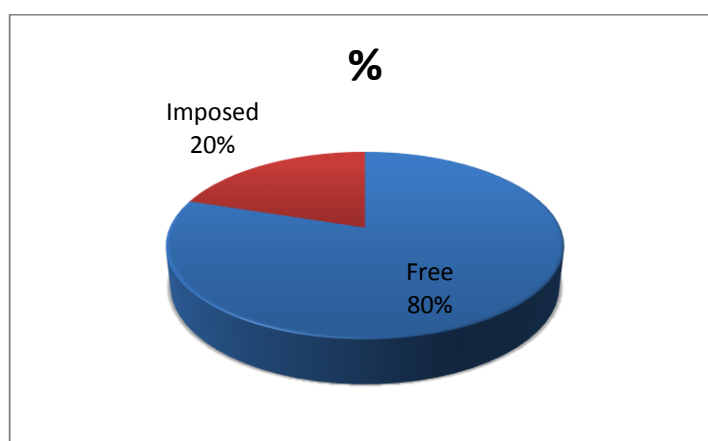


Figure 10: students' gender distribution

The table 3.1 shows that the majority of the students (93%) are female and only (7%) are male, because female are expected to be more interested in learning a foreign language. However, male are more interested by choosing the scientific filed.

Item 2: Your choice of studying English

Option	Number	%
Free	24	80%
Imposed	6	20%
Total	30	100%

Table 3.2: students' choice of studying English**Figure 11:** student's choice of studying English

In this item, the students are asked to answer the question whether their choice to study English is free or imposed. The highest percentage (80%) of students said that their choice of studying English is free. While, (20%) of students were imposed to learn English, due to deferent reasons like, their parents decision or they do not get enough grades to choose other branches.

Item 3. Why did you choose to study English?

Option	Number	%
To obtain a good job in the future	11	40%
Because it is a universal language	19	60%
Total	30	100%

Table 3.3: student choose to study English

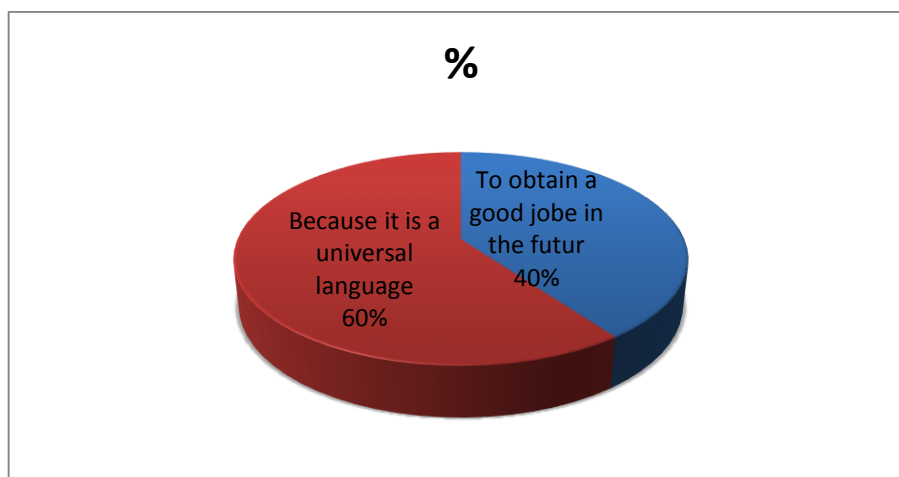


Figure 12: student's choice to study English

In this item, students are supposed to answer the question what is the reason behind their choice to study English. They are asked to choose between two given choices. More than the half of students (60%) said that they choose to study English because it is a universal language. The rest (40%) choose it due to their need to get a good job in the future. Also, students add some other reason that had made them choose English as a field of study like, their interest to develop their knowledge, and they need it to travel.

Item 4. How do you consider your level in English?

Option	Number	%
Good	12	40%
Average	18	60%
Poor	0	0
Total	30	100%

Table 3.4: students' level in English

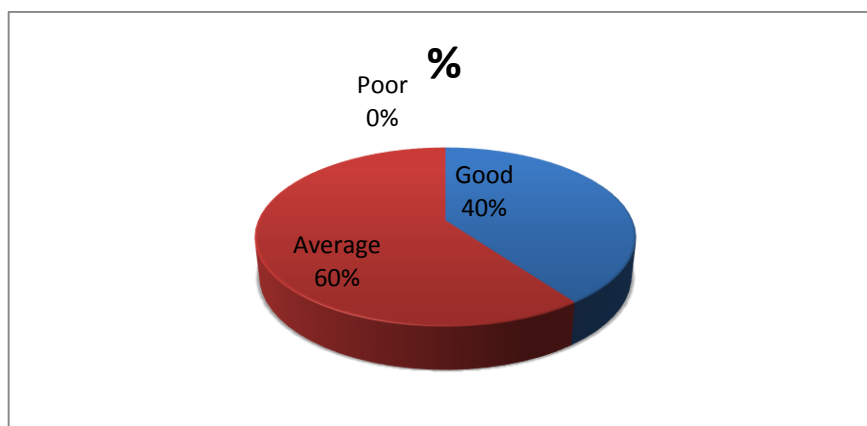


Figure13: students' level in English

From the table 3.4, most students twenty-eight said that they have an average level in English, followed by percentage of (40%) of students who assess themselves as good. However, nobody of students said that he/she had a poor level. The High rate (60%) of students see themselves average. Most of second year English' students are not satisfied with their levels and they need to improve their knowledge in English.

Item 3.5: How do you find learning English?

Option	Number	%
Very difficult	9	30%
Difficult	1	3%
Easy	20	67%
Very easy	0	0%
Total	30	100%

Table 3.5: students' evaluation on learning English

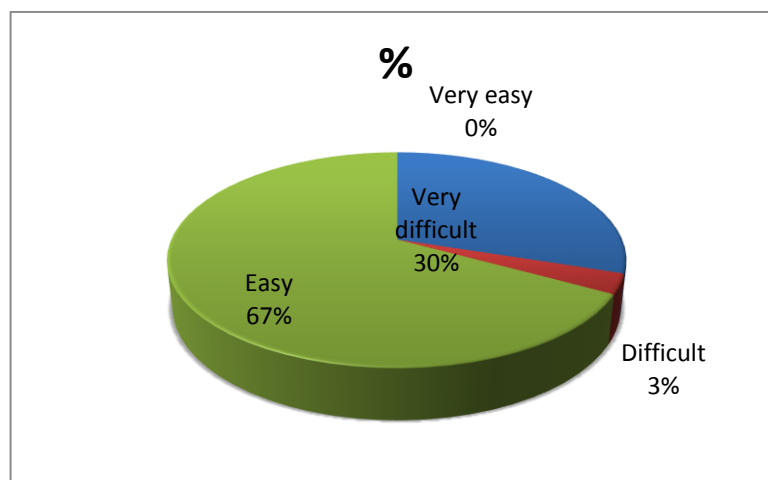


Figure 14: students' reception on learning English

Through the results obtained from this question, we notice that the majority of students (67%) see that learning English is easy. While (30%) of students think that it is very difficult. However, only (3%) of the students said that it is difficult. This conflict of opinion about studying English is due to the students' capacities to learn a new language, their background in English language and the lack of using English outside the classroom.

Section two: Vocabulary acquisition

Item 6. When learning English do you think that learning vocabulary is,

Option	Number	%
Very important	23	77%
Important	2	6%
Fairly important	5	17%
Total	30	100%

Table 3.6: Importance of learning Vocabulary

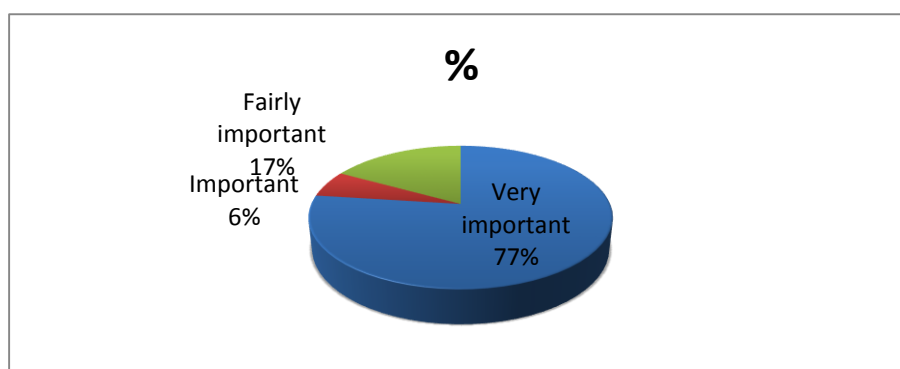


Figure 15: Importance of learning Vocabulary

In this item, students had been asked to answer the question about the importance of learning vocabulary in learning English. (77%) of the students' view that learning vocabulary is very important to learn English. This is because students find that mastering the four language' skills need strong vocabulary. In addition, the importance of vocabulary that learners give to vocabulary depends to their attitude toward language itself, most student believe that language learning requires learning its vocabulary .However; (17%) think that learning vocabulary is fairly important. Only, (6%) of them considered vocabulary as an important thing in learning English language, this little percentage come from the small concern of students to learn English. These results show the total agreement among students about the importance of vocabulary in learning English.

Item 7. How do you consider your vocabulary stock?

Option	Number	%
Acceptable	10	33%
Average	2	7%
Poor	18	60%
Total	30	100%

Table 7: Students' vocabulary stock

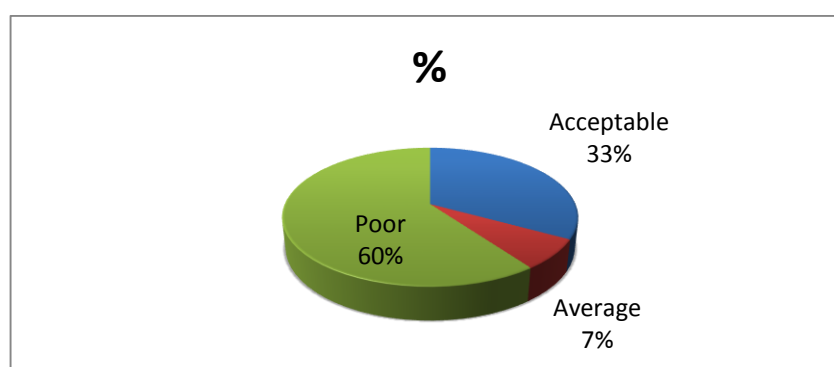


Figure 16: Students' vocabulary size

The figure 16 shows that the majority (60%) of students consider their level in vocabulary as poor, whereas (33%) think that their level is acceptable. Other learners (7%) have an average level in vocabulary. The main cause of this result is the lack of students' interest in reading.

Item 8. What are the main difficulties you face in learning new vocabulary?

Option	Number	%
Word choice	5	17%
Word meaning	12	40%
Word use	13	43%
Total	30	100%

Table 3.8: students' difficulties in learning vocabulary

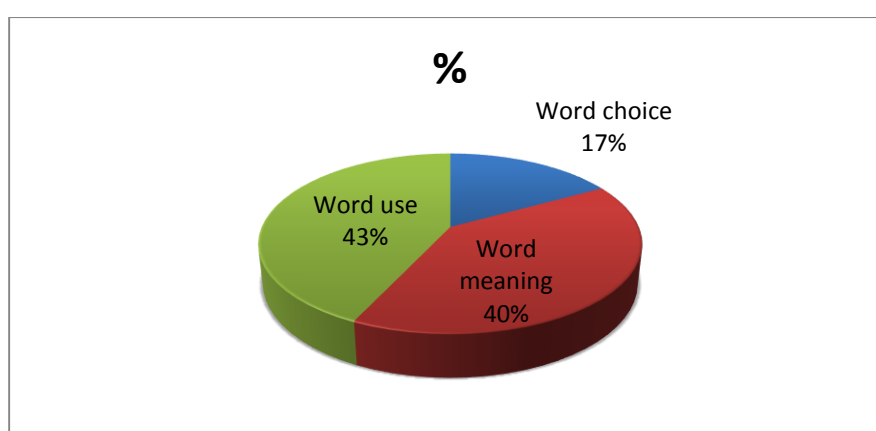


Figure 17: students' difficulties in learning vocabulary

The rates reveal that many students have difficulties when they learn vocabulary, (40%) of them said that they have a problem of the meaning of words, while (43%) declare that the main difficult of learning vocabulary is the word use, i.e; how they can use words in deferent context. Whereas (17%) have a problem of choosing the appropriate words.

Item 9. What do you do when you do not understand a word?

Option	Number	%
Use dictionary	18	60%
Ignore it	1	3%
Reread the text and grasp the word from the context	11	37%
Total	30	100%

Table 3.9: ways of understanding a new word

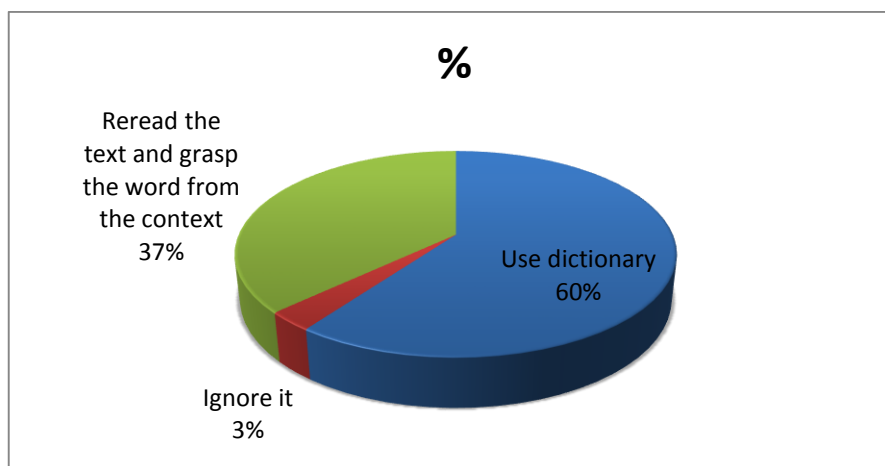


Figure 18: ways of understanding a new word

The data obtained in the Table 3.9, reveals that the majority of students (60%) using dictionary when it come to understand a new word, whereas; (37%) of them reread the text and grasp the word from the context. While only (3%) of the students ignore it. The result above shows that the use of dictionary is the most used way to understand a new word, because it is considered as easy and effective way to give the correct explanation of the word.

Item 10. How often do you use dictionary?

Option	Number	%
Always	9	30%
Sometimes	19	63%
Rarely	2	7%
Never	0	0%
Total	30	100%

Table 10: students' use of dictionary

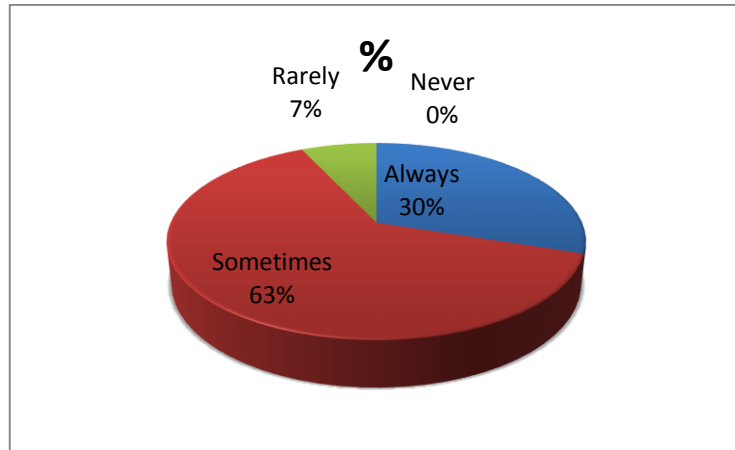


Figure19: the use of dictionary

In this item, students are asked to answer the question about the number of time that they used dictionary, the high percentage of them (63%) said that they use the dictionary sometimes. the (30%) of them choose to use it always. While (7%) of the students rarely used the dictionary. These results show that students are based on dictionary on their vocabulary learning.

Item 11. Do you think that vocabulary knowlege influences successful of language' skills?

Option	Number	%
Yes	30	100%
No	0	0%
Total	30	100%

Table 3.11: the importance of the vocabulary knowledge to language' skills

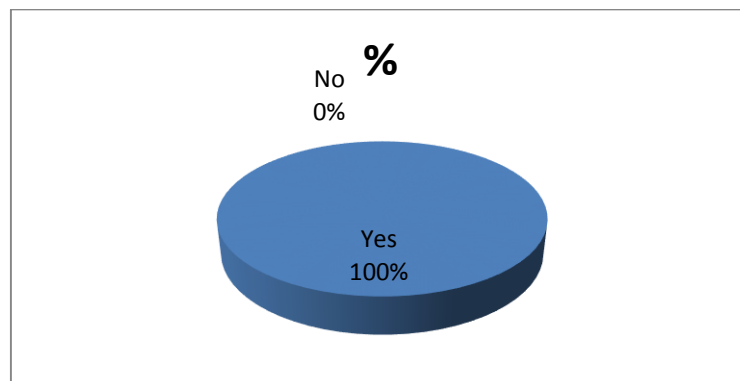


Figure 20: the importance of the vocabulary knowledge to language' skills

The figure 20 reveals that all students (100%) agree that vocabulary is the most important thing or part in learning English language. The result assured that students believe that without vocabulary they cannot deal with the other language' skills. They need it to master them .Students based in their answer on some elements like: the importance of vocabulary in writing and speaking especially when it come to express students thought and opinion and they cannot be skilful without vocabulary.

Item 12. Does your teacher of oral expression use different strategies in teaching vocabulary?

Option	Number	%
Yes	19	63%
No	11	37%
Total	30	100%

Table 3.12: Learners' perceptions about their teachers' use of vocabulary strategies

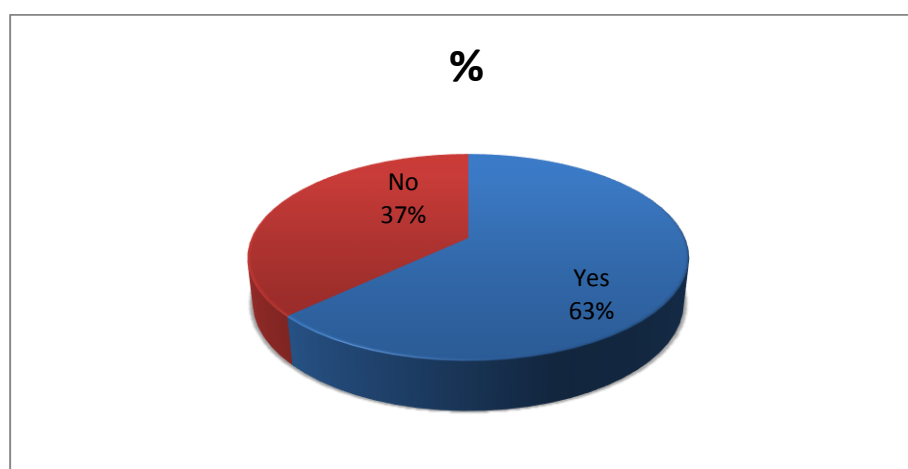


Figure 21: Learners' perceptions about their teachers' use of vocabulary strategies

Question number 12, aims to discover whether oral expression teachers are using the vocabulary strategies in their oral classes or not. Nineteen of the students (63%) who represents the majority answered yes. While only eleven students (37%) answered no. **Item13.** Among the following strategies, which one your teacher uses most in classroom?

Option	Number	%
Using objects	7	23%
Drawing	2	7%
Illustration and pictures	6	20%
Games	8	27%
No answer	7	23%
Total	30	100%

Table 3.13: Learners' perceptions about the most used vocabulary strategies

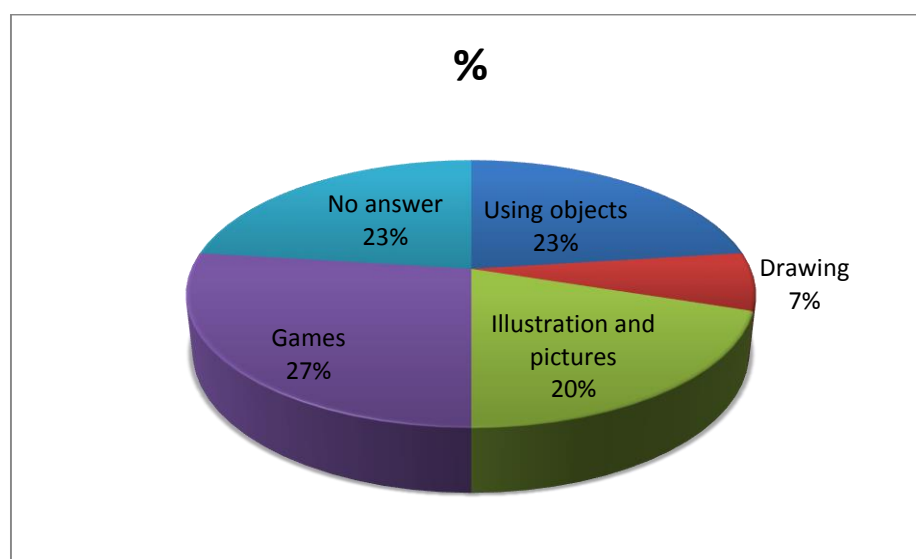


Figure 22: Learners' perceptions about the most used vocabulary strategies

The aim of this question, is to explore the most used vocabulary strategies that teachers apply in oral classes. (23%) of students choose using object. Whereas, (20%) using illustration picture and (23%) did not answer. Only, (7%) of them used drawing. The last (27%) of students choose games, which is considered as the most used strategy in teaching vocabulary.

Item 14. Do you think that the use of this strategies may help students enriching their Vocabulary stock?

Option	Number	%
Yes	25	86%
No	5	14%
May be	0	0%
Total	30	100%

Table 3.14: Students perceptions' about the use of vocabulary strategies

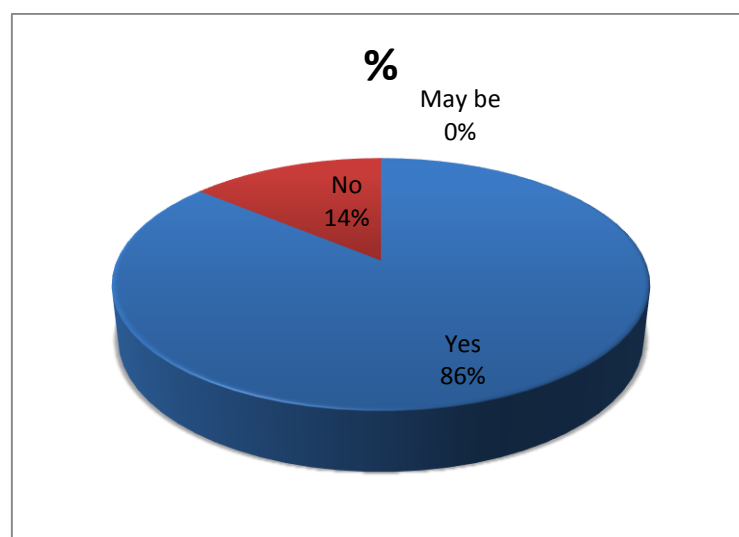


Figure 23: Students perceptions' about the use of vocabulary strategies

From the result above, we notice that the majority of students (86%) said that the strategies followed by teachers in the classroom may improve and enrich the student's vocabulary' stock. Whereas (14%) of the participants claime that the vocabulary strategies cannot improve or even enrich students' vocabulary stock

Item 15. Does your oral expression' teacher use games in classroom?

Option	Number	%
Yes	17	57%
No	13	43%
Total	30	100%

Table 3.15: frequency of using Games in the classroom

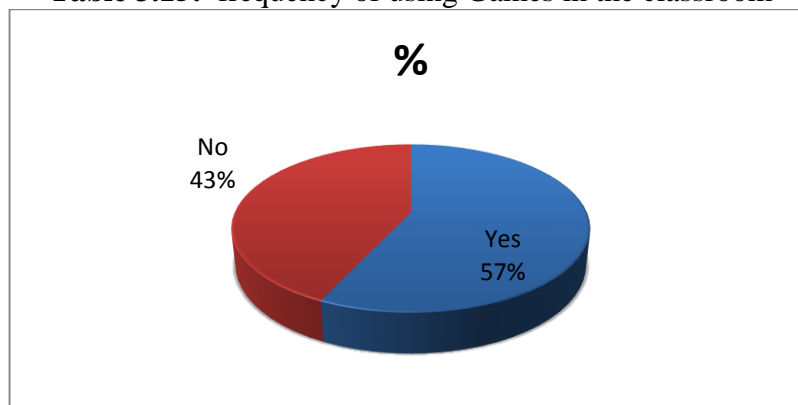


Figure 24: frequency of using Games in the classroom

Most participants (57%) answered that their teachers use game in the classroom to teach vocabulary. Teachers use games as a strategy of teaching because they consider it as an enjoyable technique that may help learners to improve their vocabulary' stock. Whereas (43%) of them said that their teachers do not use games in classroom may be they have not enough time to use them.

If yes, how often?

Option	Number	%
Always	0	0%
Sometimes	12	71%
Rarely	4	23%
Never	0	0%
No answer	1	6%
Total	17	100%

Table 3.16: Using games in the classroom

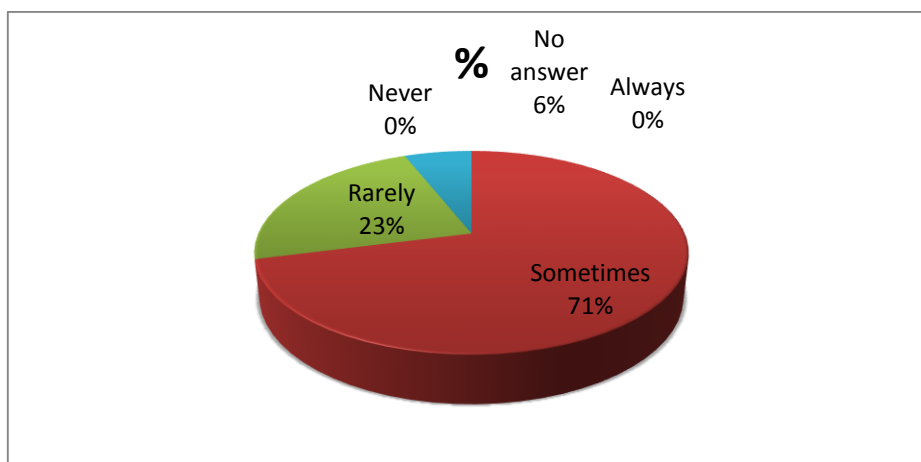


Figure 25: Using games in the classroom

The most of students (71%) answer that their teachers use games sometimes, the other (23%) said that they rarely use it. The last (6%) did not answer this question.

Item 16. Which kind of these games do you like to play in classroom?

Option	Number	%
Guessinggames	6	20%
Roleplays	8	27%
Information gap games	7	23%
All of them	1	3%
Guessinggames+roleplays	3	10%
Guessinggames+information gap	3	10%
No answer	2	7%
Total	30	100%

Table 3.17: student's favorite games

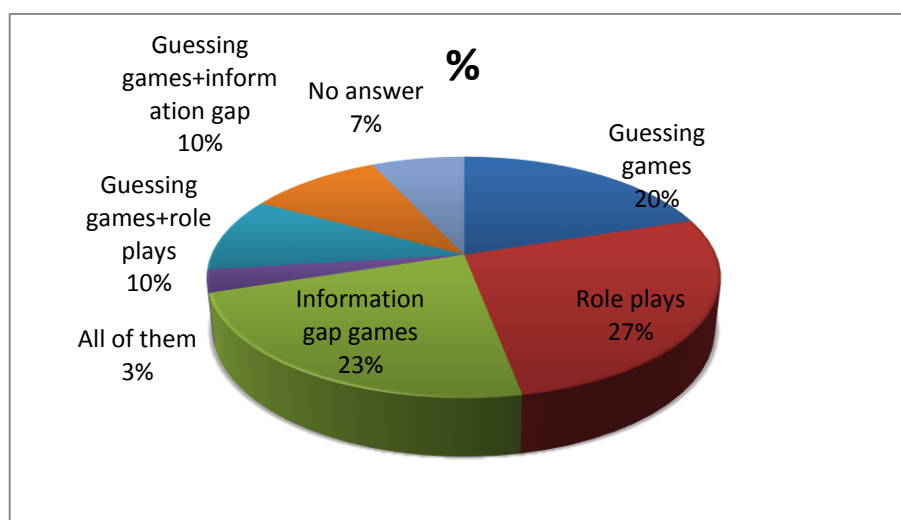


Figure 26: student's favorite games

As it is mentioned in the table 3.17, (27%) of the students like role play, others (20%) prefer guessing games, whereas (23%) of them prefer to play information gap games. In addition, (20%) of participants were divided between students who prefer to use guessing games with role play and who prefer guessing games with information gap games. Whereas (3%) of participants prefer to play all kind of games.

Item 17. Using games in classroom can create

Option	Number	%
Good atmosphere	8	27%
Reduce anxiety	1	3%
Create a competition	2	7%
Increase your motivation	4	13%
all of them	15	50%
Total	30	100%

Table 3.18: The use of games in the classroom

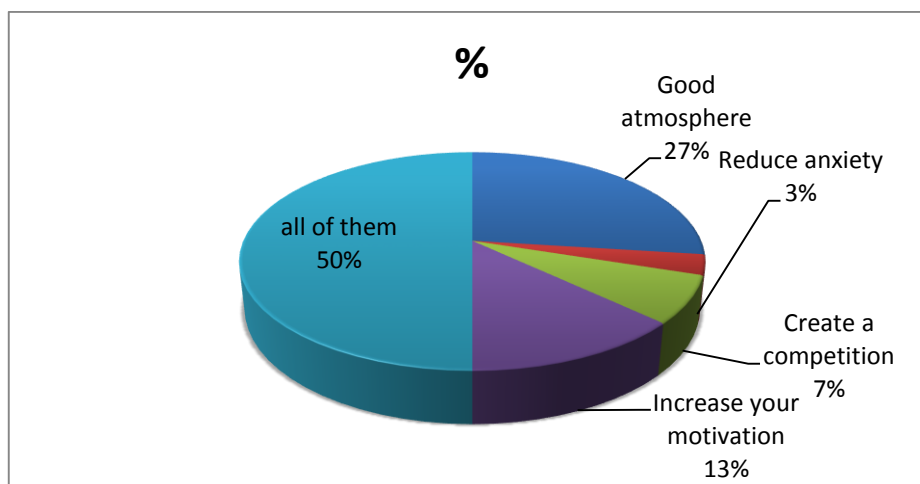


Figure 27: The use of games in the classroom

As we observe in table above, (27%) indicated that using games in the classroom can create a good atmosphere in the classroom, but; (13%) of them considered them as a way to increase their motivation. Only (3%) of students claimed that games ply the role of reducing anxiety, also (7%) declare that it is a strategy to create competition between learners in the classroom. Whereas the high rate of participants (50%) reported that applying games in the classroom can create good atmosphere, increase motivation, reduce anxiety and create a competition.

Item 18. What is the role of your teacher when he/she implements the games in the classroom?

Option	Number	%
Organizer	15	50%
Observer	4	13%
Facilitator	11	37%
Total	30	100%

Table 3.19: Teacher's roles when implementing games

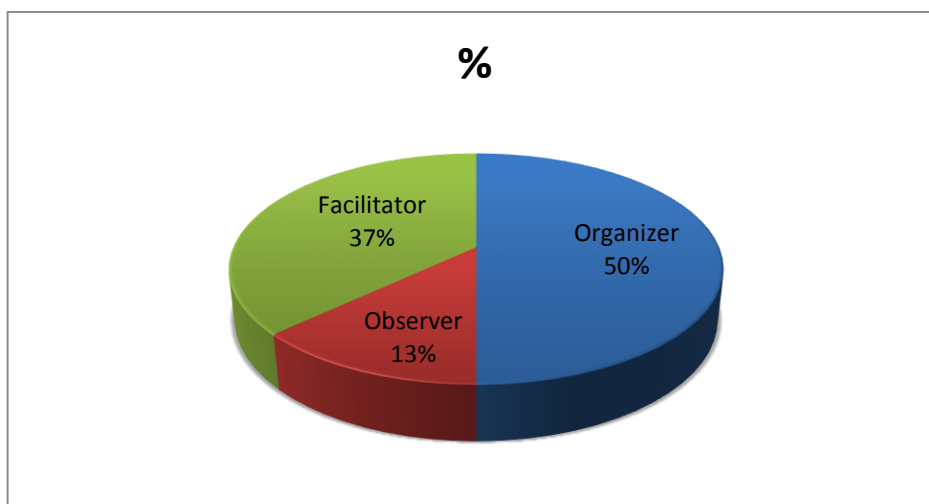


Figure 28: Teacher's roles when implementing games

As table 3.19 shows, the majority of the students (50%) reply that the role of their teacher when he implements games in the classroom is act as organizer where they organize their students in pair group or group work. About (37%) of them said facilitator whereas, (13%) of them respond that their teacher act as observer.

3-3-1- Results of the analysis of Teachers' questionnaire

Item 1. Teaching experience

Option	Number	%
1 to 5 years	2	40%
5 to 10 years	2	40%
10 to 15 years	1	20%
More than 15 years	0	0
Total	5	100%

Table 3.20: teaching' experience

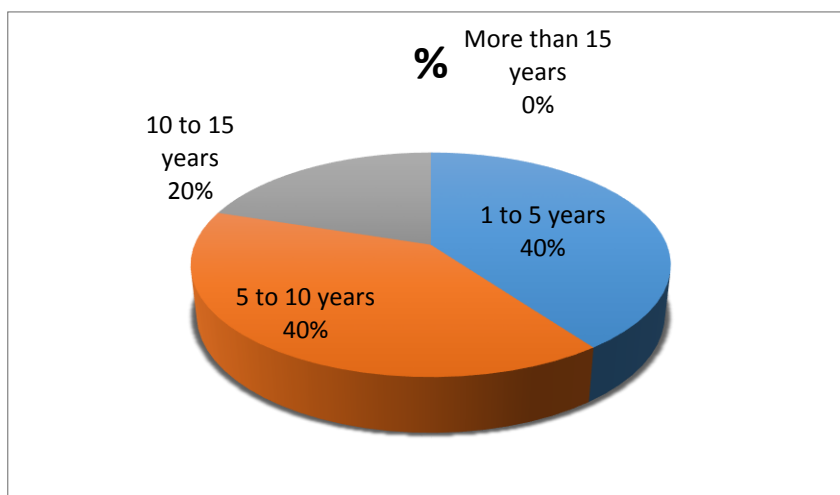


Figure 29: teaching' experience

The result shows that the majority of teachers are experienced, (40%) of them have more than five years of teaching career. Also (20%) of teachers have more than ten years in the domain of teaching. Whereas the rest (40%) of them are beginners. Thus, the majority of teachers are skilled.

Item 2. Teachers' degree

Option	Number	%
licence	0	0%
Master/Magister	2	40%
Doctorate	3	60%
Total	5	100%

Table 3.21: Teachers' degree

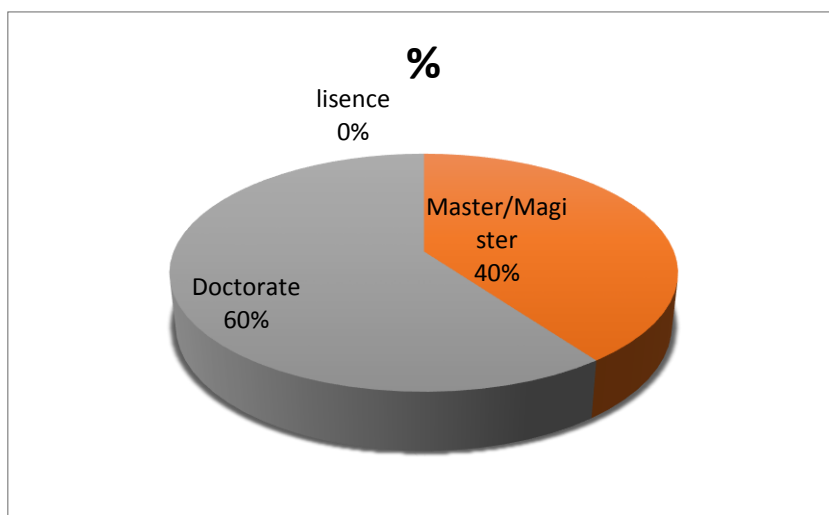


Figure 30: Teachers' degree

The table above, shows that (60%) of teachers have a doctorate degree. That is argued that the majority of teachers are skilled. Whereas (40%) of them have the master degree, but according to their responses they are working to get other degrees

Item 3. Do you think that it is the teachers who should motivate the learners to learn more?

Option	Number	%
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.22: Teachers' role in motivating their students

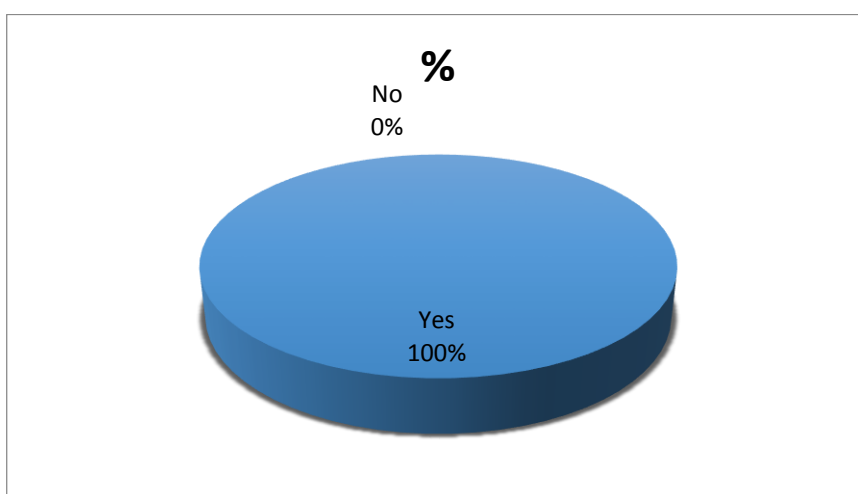


Figure 31: Teachers' role in motivating their students

The result above shows that all teachers agree that the teacher is the one who has the responsibility to motivate his/her learners. Teachers support their opinion about the role of learners' motivation with their teachers by some justifications and explanations like their consideration that the teacher plays a big role in motivating his learners through his method and the taught material, because learners are prone to casual psychological states, and teacher should handle this issue, also; the teacher usually performs different roles in the classroom, one of which is being a friend.

Item 4. Do you try to create a relaxed atmosphere during the session?

Option	Number	%
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.23: Creation of relaxed atmosphere in the classroom

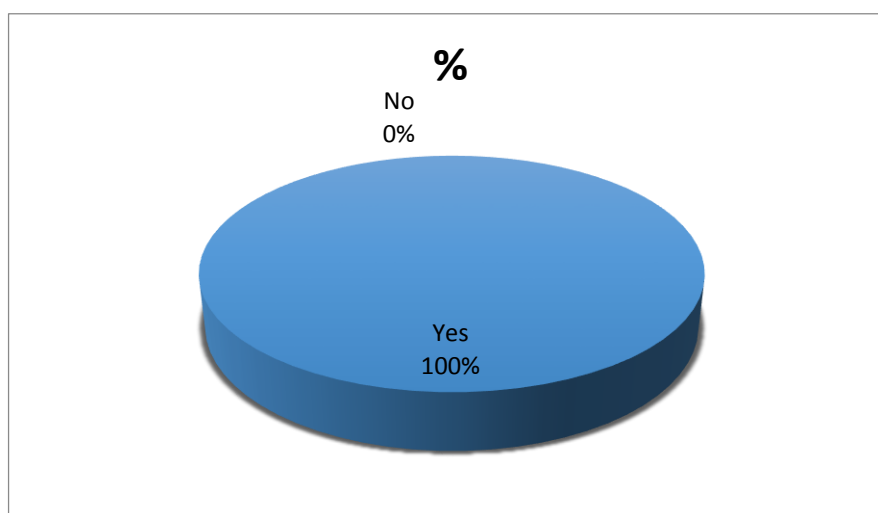


Figure 32: Creation of relaxed atmosphere in the classroom

In this item, teachers had been asked to answer the question if they try to create a relaxed atmosphere during their sessions. All the teachers choose the same response which is yes. (100%) of them agreed that they try to create a relaxed atmosphere to help students learning in a good environment.

Item 5. Do you present new words in every lesson?

Option	Number	%
Yes	3	60%
No	0	0%
Sometimes	2	40%
Total	5	100%

Table 3.24: Teachers' opinion about introducing new word every lesson

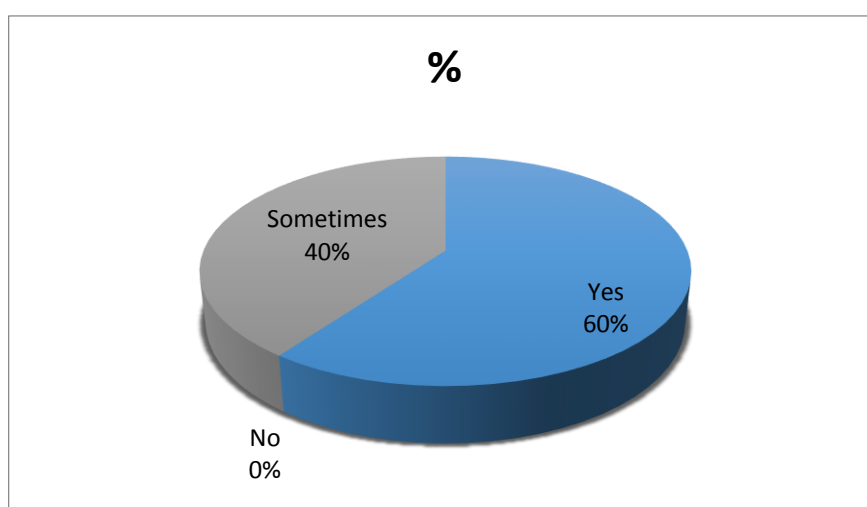


Figure 33: Teachers' opinion about introducing new word each lesson

The table 3.24 shows that the most of teachers (60%) introduce new word every lesson, because that it is very significant to introduce a new word each lesson. Introducing new words can rich learners' vocabulary knowledge. Even if learners' may not master all of these words, they can go back to their copy book where they write every new word with its equivalence in native language and use it as own dictionary. However, there is (40%) of them said that they are introducing new words sometimes when it is necessary.

Item 6. Do learners face difficulties with the mastery of vocabulary?

Option	Number	%
Yes	1	20%
No	0	0%
Sometimes	4	80%
Total	5	100%

Table 3.25: Students' difficulties with vocabulary mastery

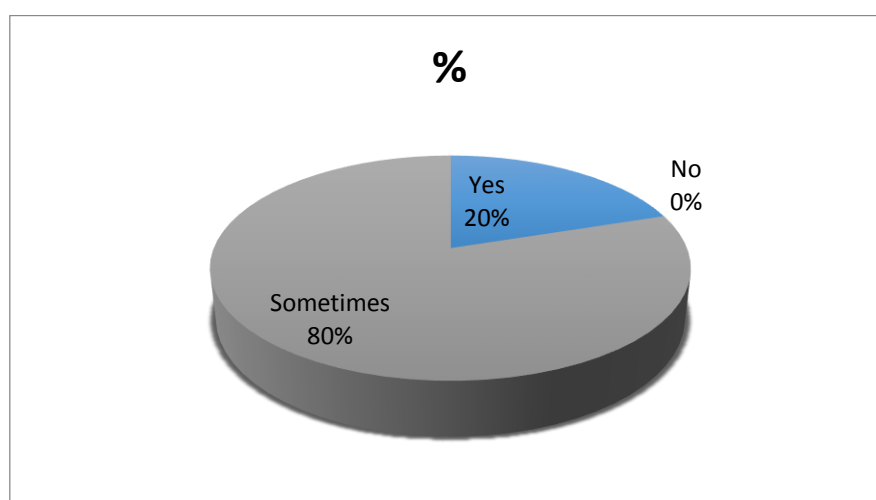


Figure 34: Students' difficulties with vocabulary mastery

The above results shows that the four teachers who said sometimes stated that their students have a difficulties in memorizing the words (spelling and meaning) and in using them in their correct form. The words (spelling and meaning) and in using them in their correct form. We interpret their difficulties in memorizing and using words by their needs to practice the word in its real situation.

Item 7. When you teach new vocabulary do you use?

Option	Number	%
Synonyms	0	0%
Definitions	0	0%
Translation	0	0%
Antonyms	0	0%
all of them	100	100%
Total		

Table 3.26: Techniques used for presenting new vocabulary

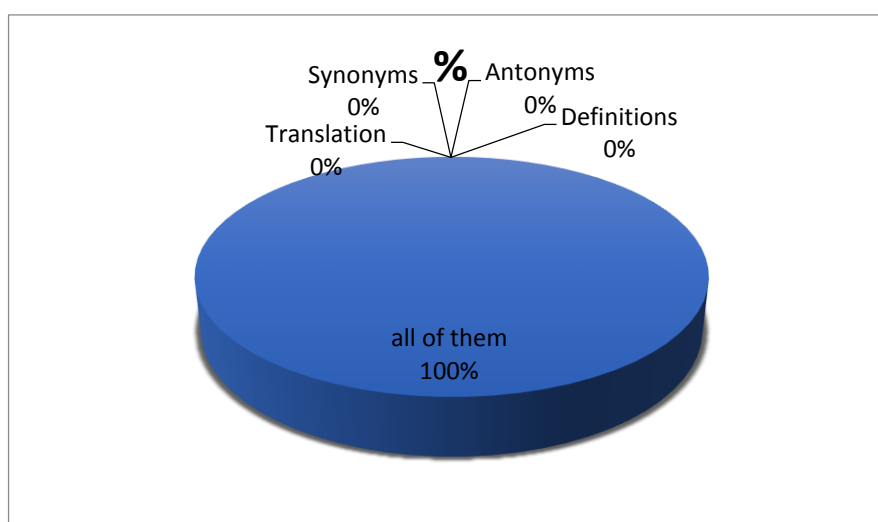


Figure 35: Techniques used for presenting new vocabulary

According to the figure 34 all teachers state that they use all the mentioned ways to introduce a new vocabulary. This may be because of the deferent categories of learners, i.e; the teacher try to facilitate the learning of vocabulary for his student by using the appropriate technique that may help the learner to learn more. Some teachers add the context as a way of introducing new word, because putting the word in context, because of its effectiveness in making learners memorize new words and recalling them

Item 8. Do you use language games during the lesson?

Option	Number	%
Yes	3	60%
No	2	40%
Total	5	100%

Table 3.27: The frequency of using games in the classroom

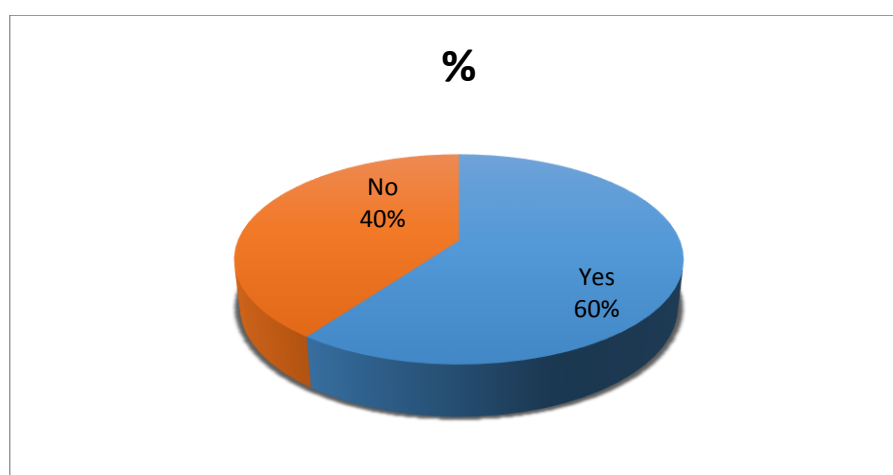


Figure 36: The frequency of using games in the classroom

The majority of teachers (60%) state that they use the games activities during their lessons. Also, they give some examples of games that they used like, crossword, role play and word research. Whereas two teachers who present (40%) of the sample said that they never use games on their oral' sessions.

Item 9. Do you think that the practice of games will improve the learners' familiarity with new words?

Option	Number	%
Yes	4	80%
No	0	0%
I do not know	1	20%
Total	5	100%

Table 3.28: Teachers' perception toward the role of games

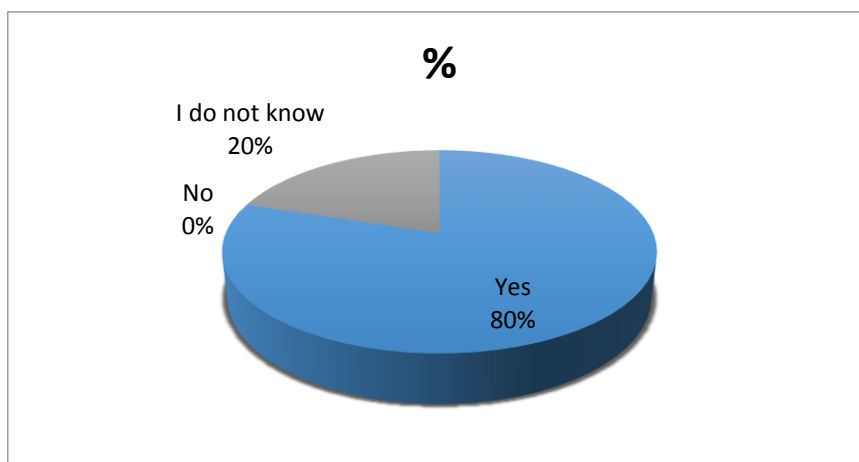


Figure 37: Teachers' perception toward the role of games

The majority of the teachers agree that when using games in the class learners are motivated. (80%) of the teachers stated that using games' activities in the classroom may motivate learners and help them to improve their familiarity with new words. They support their answer by some justifications like, games create an enjoyable environment of learning. The (20%) of them said that they do not know if the use of games improve learners vocabulary or not because they do not use them in the classroom.

Item 10. How do you consider teaching vocabulary with games is it?

Option	Number	%
An educating strategy	0	0%
An entertaining strategy	1	20%
Both of them	4	80%
A waste of time	0	0%
Total	5	100%

Table 3.29: Game usefulness in teaching vocabulary

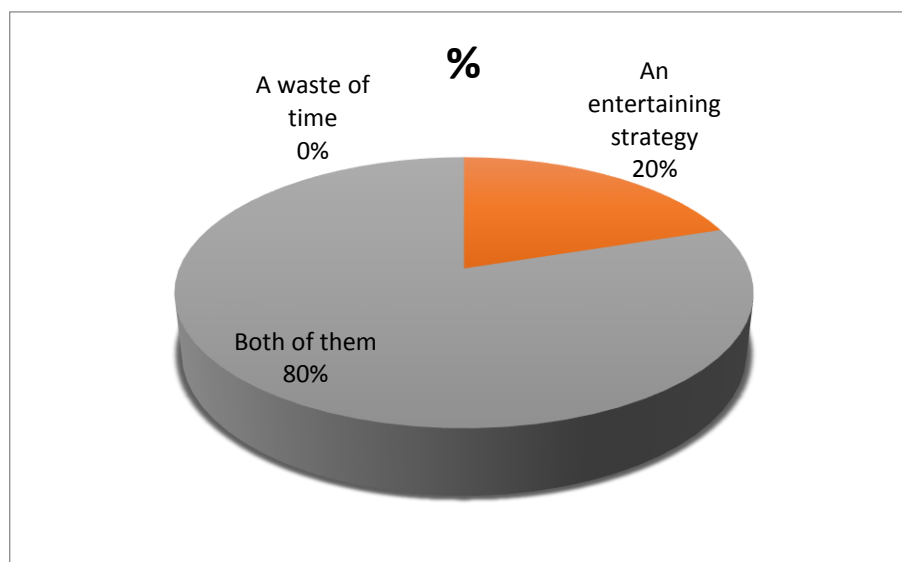


Figure 38: Game usefulness in teaching vocabulary

The 3.27 indicates that teachers have different points of view about games. Some of them (20%) see that they are an “entertaining strategy” while the other (80%) consider them as an educating as well as entertaining strategy because they highlight their importance in providing learnable knowledge in enjoyable situation. Games are considered as an important technique to provide learners’ knowledge. In addition, they bring fun in the classroom during learning vocabulary, i.e; learners feel happy and interested to play them with an enjoyable way.

Item 11. What is the educational value of games?

According to the teachers answers about the educational value of games, there are a variation of answers of teacher’s opinion about this item. Some of them see that games help learner to learn far away from stress, thus they are highly motivated to know the meaning and the different usages of newly learned vocabularies. Others said that it is the perfect way to create an enjoyable environment in the classroom. Whereas the last teacher did not give an answer because he never use it.

3-3-2- Interpretation of the main results

Second years EFL learners are not very competent to use English language. From the results of the two questionnaires, we resulted that learners face a great problems and difficulties in the language which is not their mother language. This make their teachers searching for different strategies to remove those difficulties.

The presentation of new words every session implies the awareness of teachers about the importance of vocabulary in learning L2. The most problem which students faced in learning vocabulary is to memorize new words and use them in correctly. The main used techniques by teachers to facilitate vocabulary learning are, synonymy/antonym, putting words into practice, definition and translation in addition to dictionary. However, because the learners have not the same capacities and the same level, the teacher has to use all of them to fit target.

Two teachers stat that using games in the classroom as a technique of teaching vocabulary may enhance their learners. One of them believe in the effectiveness of games but he never use them. However, all of them agree that language games as both educating and entertaining method since they are sure about the results of learning through entertainment. The effectiveness appears in the language skills, especially vocabulary knowledge. The obtained results confirmed that learners are highly aware about the importance of vocabulary in learning English language and everyone has a reason for this importance. Unfortunately, they all have difficulties with traditional technique of learning, for that reason they considered games as an enjoyable techniques which create a good atmosphere for learning. Only language games can provide the learners what they need to learn vocabulary successfully. They emotionally involve them and give them a positive vision of a FL.

Moreover, they all like playing and funny atmospheres.

3-3-3- Recommendations

Because of the great role game plays in engaging learners in learning process. As a result of this study it would be useful to suggest some recommendation that may help in improving the result of using games. In the light of our study's results, we first recommend that the EFL teachers should include games activities in their oral expression session. In addition, All EFL teachers should raise their students' awareness about the importance of games activities, by designing suitable games activities that fit the learners' needs. Whereas, we recommend for learners, firstly to show that EFL learners need to be aware enough about the advantages of this type of that activities in promoting their general level of English and their vocabulary knowledge in particular. Secondly, EFL learners need to devote more time and effort to practice extensively different types of games, even outside the classroom, which will enrich both their English level and vocabulary knowledge.

Conclusion

The findings of this chapter confirm the first hypothesis which states that language games enrich learner' vocabulary stock i.e. language games activities contribute in developing learner's vocabulary knowledge. Also, language games have a great effect on learners' vocabulary improvement and memorization as well as on their psychological side in the sense of motivation. It proved that is a good method that fits the teacher and the class in consolidating new lexical items and using them

GENERAL CONCLUSION

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EFL learners with division of English at Biskra University tend to face various difficulties when they read in English. The study aims to investigate the nature of those difficulties and knows the various games activities and their role in the enrichment of EFL learner's vocabulary stock, the research was descriptive following the qualitative methods learners and teachers questionnaires were implemented.

The research was divided into the main chapter: The first and the second chapters were a description of variables. The first one, was about the importance of vocabulary knowledge, it provides some teaching strategies of vocabulary. Moreover, it included that vocabulary needs to be selected carefully so learners can learn and use them. In addition to that, this chapter shed the light on the importance of teaching and learning the vocabulary. All the mentioned elements can help learners in enriching their vocabulary knowledge, I.e, learners should be aware of the required elements for knowledge a word

The second, chapter deals with the second component of this research which is the integration of games language learning, it discusses the main point concerning using games activities in the classroom. We conclude from the use of these elements that games activities bring fun increase motivation, and enhance learning through an enjoyable atmosphere, because using games in the classroom create a good atmosphere where there is no stress and anxiety. EFL learners can benefit from its use. In order to reach this good, teachers should select the appropriate games according to many factors, course content, learner's level and time limitation. Also, teachers have to facilitate the task for learners and motivate them.

Chapter three based on testing the proposed hypotheses, it aims at investigating the role of using games activities in enriching learner's vocabulary stock through analyzing the data gathered from students and teacher's questionnaire aim to check students points of views towards learning vocabulary through using games activities. Also, the difficulties that students faced in learning vocabulary and the suggesting of teachers to improve the use of language games in the classroom

Throughout this research, we found that using games activities is an important skill for improving learner's vocabulary knowledge, and that the majority of EFL learners consider that developing their language of vocabulary is their highest concern, we found also that the use of games in the classroom is one of the most important techniques to enrich EFL learners' vocabulary stock. At the beginning of this research we hypothesized if the use of games may

General Conclusion

improve second year English learners' vocabulary, thus, we can say that the research has confirmed our hypothesis which stated that by using games in the classroom, learners can improve their vocabulary knowledge.

The results obtained from teachers and students questionnaire play a great role in reaching the goal of present study after their analyzing, we may conclude by saying that EFL learners need to ameliorate their level in English especially in vocabulary by being aware enough about the advantage of this type of activities.

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Appendices

المفردات هي المهارة الأكثر أهمية وصعوبة في أي لغة، لهذا السبب يجب أن يكون المعلمون على دراية بالتقنيات التي يستخدمونها لمساعدة طلابهم، واحدة من التقنيات التي يمكن استخدامها هي دمج الألعاب اللغوية، الألعاب اللغوية هي ما نقتصره أبحاثنا كوسيلة فعالة لتدريس المفردات، يهدف هذا البحث إلى استكشاف تأثير استخدام الألعاب على إثراء مخزون مفردات الطلاب، تفترض الدراسة أن اختيار الألعاب كاستراتيجية لتدريس المفردات له تأثير إيجابي على إثراء معرفة المفردات للطلاب، لتحقيق الأهداف المذكورة ، أجريت دراسة وصفية؛ وهو يستند إلى تحليل البيانات التي تم جمعها من الاستبيانات التي قدمت لخمسة (5) أساتذة، وأيضاً استبيان الطلاب الذي قدم لثلاثين (30) طالباً من طلاب السنة الثانية للغة الإنجليزية بجامعة محمد خيضر في بسكرة، أكدت النتائج التي تم الحصول عليها من هذه الدراسة فرضيتنا، حيث أظهرت أن استخدام أنشطة الألعاب يمكن أن يساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين معارفهم في المفردات ومع ذلك، يجب استخدامها مع شروط مثل ملائمة مستوى الطلاب وأهداف الدرس وضييق الوقت.

الكلمات المفتاحية: اكتساب المفردات، متعلمي اللغة الإنجليزية كلغة أجنبية، أنشطة الألعاب.